



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

**Cymer Afan Comprehensive School
School Road
Cymmer
Port Talbot
SA13 3EL**

Date of inspection: April 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Cymer Afan Comprehensive is a small 11-16 school, which serves the villages of the upper Afan valley. It is maintained by Neath Port Talbot local authority and is part of the Upper Afan Valley federation of schools, which also includes four primary schools. There are 217 pupils on roll, compared to 353 when the school was last inspected in March 2009. All pupils speak English as their first language and very few are from minority ethnic groups.

The area served by the school is mainly rural and 39% of pupils are eligible for free school meals, significantly higher than the average for Wales, which is 17.5%. Around 81% of pupils live in the 20% most deprived areas of Wales. The intake of pupils spans the full range of ability and 39% of these have additional learning needs. This is well above the average figure for Wales.

The senior management team includes an acting headteacher, who has been in post since January 2015, an acting secondary phase leader, acting pastoral director, the business manager and two acting directors of learning.

The individual school budget per pupil for Cymer Afan Comprehensive School in 2014-2015 means that the budget is £6,861 per pupil. The maximum per pupil in the secondary schools in Neath Port Talbot is £6,861 and the minimum is £3,710.

Cymer Afan Comprehensive School is first out of the 11 secondary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

Current performance is judged as adequate because:

- The performance of pupils eligible for free school meals has improved and is above that of the same group of pupils in similar schools
- Performance in indicators that include a wide range of qualifications has improved and is above that of similar schools
- Pupils who come to the school with reading difficulties make rapid progress in this skill as they progress through the school
- In most lessons, pupils listen to their teacher and each other with respect and apply themselves well to their work
- Teachers have high expectations of pupils in a majority of lessons
- The school's provision for pupils with additional learning needs is outstanding
- In key stage 4, performance in indicators that include English and mathematics has declined since 2012 and is currently below that of similar schools
- In a minority of subjects, pupils rely too much on copying and making minor alterations to texts from source materials when producing extended writing
- In a minority of lessons, teachers do not have high enough expectations of pupils and plan undemanding tasks
- A few health and safety matters give cause for concern

Prospects for improvement

Prospects for improvement are judged as adequate because:

- The acting headteacher has a sound understanding of areas that need improvement and the need to raise pupils' aspirations
- Senior leaders share a common vision based on improving pupils' literacy and numeracy, and tackling the impact of disadvantage
- Governors have a sound understanding of the school's strengths and areas for improvement
- The school has a useful programme of activities that inform self-evaluation
- Leaders at all levels include a detailed evaluation of data in their self-evaluation reports
- Leadership has not had enough impact in ensuring good progress in indicators that include English and mathematics or in ensuring that all safeguarding arrangements are satisfactory
- A few targets in important areas in the development plan are not challenging enough
- Improvement plans do not include a strategic focus on improving the quality of teaching

Recommendations

- R1 Improve outcomes in key stage 4 in indicators that include English and mathematics
- R2 Improve pupils' thinking skills, self-reliance and ability to produce extended writing independently
- R3 Improve the quality of teaching across the school
- R4 Ensure that the school's arrangements for safeguarding pupils meet all requirements
- R5 Ensure that self-evaluation draws on the full range of first-hand evidence and informs strategic planning

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

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In key stage 4, performance in indicators that include English and mathematics has declined since 2012 and is currently below that of similar schools. Since 2011, performance in the indicator that includes five GCSE's or equivalent at grades A* to C has improved and in 2014 is above that of similar schools. Performance in mathematics has been variable and performance in English has generally been below that of similar schools.

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 four years but remains below that of similar schools.

When compared with their attainment in previous key stages, pupils make sound progress.

In key stage 3, girls perform much better than boys. However, in key stage 4, girls' performance in indicators that include English and mathematics is consistently lower than that of girls in similar schools. In contrast, boys perform consistently better than boys in other similar schools in indicators that include English and mathematics.

Since 2011, the performance of pupils eligible for free school meals has improved in nearly all indicators and is above that of the same group of pupils in similar schools in key stage 3 and key stage 4. However, the performance of pupils not eligible for free school meals has declined since 2011 and in 2014 is below that of the same group of pupils in similar schools. No pupil has left the school without a recognised qualification during the last three years and all move on to further education or training. Pupils with additional learning needs in general make good progress.

Many pupils enter the school with reading difficulties. Most of these develop their reading skills very well in intervention groups as they progress through the school.

In most lessons, pupils listen to their teacher and each other with respect and apply themselves well to their work. In many lessons pupils work effectively with one another in groups, show enthusiasm for learning and have good levels of concentration. However, in a minority of lessons, pupils are overly-dependant on their teacher and do not work on their own initiative. A minority of pupils are confident speakers and use an appropriate vocabulary. However, the majority of pupils offer only brief, under-developed answers in response to questions.

In lessons, a majority of pupils have a sound grasp of prior learning. In many lessons, they build on this well to develop their subject knowledge and skills. However, in the majority of cases, more able pupils do not make enough progress and only a few pupils demonstrate higher order thinking skills such as using inference or deduction.

In a majority of lessons, pupils make suitable progress in their reading and are able to select and use relevant information from texts. A minority of pupils are able to use a wide range of skills such as 'skimming', 'scanning' and reading for 'gist' to gain deeper understanding of texts.

Many pupils write at length for a wide range of audiences and purposes in most subjects. A majority express their ideas clearly. However, a majority of pupils produce work that has errors in grammar, spelling and punctuation. In a minority of subjects, pupils rely too much on copying and making minor alterations to texts from source materials. This inhibits the development of their self-reliance and creativity.

Pupils develop their numeracy skills appropriately in a range of subjects. However, in a few lessons, pupils are unable to convert measurements between different units adeptly. Many pupils are able to construct bar charts well to display simple sets of data. A majority of pupils are able to construct scatter graphs with appropriate lines of best fit. However, in a minority of cases, pupils do not ensure that their scales are proportional.

In Welsh at key stage 3, performance has improved steadily over recent years and compares favourably with that in similar schools. A majority of pupils gain a qualification in Welsh at GCSE and in a few lessons, other than Welsh, pupils use the language well to ask basic questions.

Wellbeing: Good

Nearly all pupils feel safe in the school and most feel that the school deals well with bullying. Many understand how they can keep themselves healthy and take part in a wide range of beneficial physical activities, including surfing, table tennis and mountain biking.

Many pupils enjoy their lessons and most have positive attitudes to learning. Most pupils are punctual to lessons. Their behaviour is exemplary in lessons and around the school. They are polite and respectful to visitors and their peers.

Attendance rates have improved since 2011. They have placed the school in the lower half of similar schools for the last two years. In 2014, attendance rates are close to modelled outcomes. The attendance of pupils eligible for free school meals is higher than that of the same group of pupils in similar schools. Exclusion rates have reduced significantly over the past three years and are low.

There are high levels of pupil involvement in all aspects of school life. The school council, known as the 'pupil leadership team', has influenced well-received changes to their uniform and has raised funds for charities. Pupils also participate well in activities to evaluate aspects of teaching and take part in interviews for staff appointments. Recently, a few pupils have trained as 'rights respecting ambassadors' which is beginning to develop pupils' and teachers' understanding of the United Nations Charter for the Rights of the Child. Older pupils support younger pupils effectively as peer mentors, particularly in developing their self-confidence and self-esteem.

Many pupils develop beneficial life skills and are well prepared for their next stage in learning or employment.

Key Question 2: How good is provision?

Adequate

Learning experiences: Good

The school provides a broad and balanced curriculum at key stage 3 and key stage 4. It has an innovative and flexible curriculum for pupils in Years 9, 10 and 11. This allows them to gain qualifications at an accelerated rate, while reducing the pressure of taking many examinations at one time. Early outcomes as a result of this innovation are positive, especially for more able pupils. The school works well with other providers to ensure that pupils have the opportunity to study a broad mixture of academic and vocational courses. The school provides pupils with a wide range of valuable extra-curricular and community-based activities, and participation rates are high.

The school works very closely with its partner primary schools within the federation to ensure smooth curricular transition. As a result, the key stage 3 curriculum builds well on pupils' experiences in key stage 2.

The school is using the National Literacy and Numeracy Framework to plan appropriately for skills development across subjects. Intervention programmes offer beneficial support for pupils with weak basic literacy and numeracy skills.

The school promotes the Welsh dimension strongly. There are many valuable opportunities provided to develop pupils' knowledge and understanding of the history, culture and industry of Wales. Extra-curricular activities such as an exchange visit to a neighbouring Welsh-medium school and the introduction of the 'Dreigiau' group are positive features in developing pupils' use of Welsh outside of the Welsh classroom. 'Fast-track' Welsh programmes offer pupils who join the school from other parts of the United Kingdom a useful introduction to the language. Teachers have received valuable support in using Welsh during their lessons and around the school. All pupils follow an appropriate course in Welsh in key stage 4, but entry levels to the full course GCSE are low.

Opportunities to promote sustainable development and global citizenship are developing well and are effectively mapped across the curriculum. The active eco-committee is making worthwhile progress in promoting activities and initiatives to develop pupils' understanding of sustainable development. Pupils are developing effectively their awareness of different cultures through international visits to explore issues around gender stereotyping.

Teaching: Adequate

In nearly all lessons there are beneficial working relationships between teachers and pupils. In most lessons, teachers have a secure subject knowledge and are good language models.

In many lessons, teachers communicate learning objectives clearly and include stimulating starter activities to capture pupils' interest. In a majority of lessons,

teachers have high expectations of what pupils can achieve and plan their lessons to ensure that activities are progressively challenging. In these lessons, teachers use open questions skilfully to probe pupils' understanding and ask follow-up questions to encourage them to develop their answers. In a majority of lessons, teachers secure a brisk pace and include work, adapted appropriately to stretch the more able or support those with learning difficulties. In a majority of lessons, learning support assistants ensure that pupils with additional learning needs develop independence and make good progress.

In a minority of lessons, teachers provide too much support for pupils, which inhibits the development of their self-reliance. In these lessons, teachers do not use questioning techniques well enough to get pupils to think for themselves. In a minority of lessons, teachers do not have high enough expectations of pupils, especially the more able and plan undemanding tasks. In a few lessons, teachers do not plan work to support those with additional learning needs. In a very few lessons, learning support assistants do too much for pupils which restricts their progress.

In many lessons, teachers assess pupils' progress as they move around the class and offer them sensitive and useful assistance with their work. In the majority of subjects, teachers plan effective self or peer assessment activities that develop pupils' understanding of what they need to improve. However, in a minority of cases, these activities are poorly designed. As a result, the targets pupils generate from these activities are too general to be useful.

Nearly all teachers mark work regularly and most provide appropriate feedback that identifies strengths and areas for improvement in their literacy skills. In many cases teachers give valuable feedback and targets for improvement. However, only a minority of teachers ensure that pupils act effectively on this advice through re-drafting their work or attempting similar problems.

The school has a comprehensive tracking system to monitor pupils' progress that accurately identifies potential underachievement. There are a wide range of suitable interventions to tackle underachievement, which helped bring about improvements in many indicators in key stage 3 and key stage 4 in 2014. However, these activities have not been successful in ensuring consistent performance in indicators including English and mathematics. Annual reports and parents' evenings provide useful information about pupils' progress, effort and attainment.

Care, support and guidance: Adequate

The school makes appropriate arrangements for promoting healthy eating and drinking. There are sound arrangements to support pupils' health and wellbeing in lessons, extra-curricular activities, and through the comprehensive personal and social education programme. Provision for supporting pupils' health and wellbeing has a positive impact on improving pupils' behaviour, engagement and attitudes to learning.

The thought for the week, assemblies and the personal and social education programme promote pupils' spiritual and moral development well. Extra-curricular trips and activities, as well as recent drama productions, offer beneficial opportunities to develop pupils' social and cultural knowledge and understanding.

Pupils and parents receive appropriate advice and guidance at key stages of learning. This allows pupils to make informed choices for subject options and for careers. Staff work effectively with the primary schools in their federation to ensure that pupils settle quickly and to ensure continuity in their learning and wellbeing. The arrangements and monitoring of vulnerable pupils through the peer mentoring scheme and within the 'POD' (place of development) learning support centre are of a very high quality. The school works well with a wide range of organisations to promote health and wellbeing.

The school's provision for pupils with additional learning needs is outstanding. In particular, the high level of support provided by the school's additional learning needs co-ordinator and the 'POD' learning support centre helps pupils to integrate well into school life and achieve qualifications well above expectations. The school's arrangements for the identification and monitoring of pupils' additional learning needs are robust and thorough. Individual education plans are of a particularly high quality. They are well matched to pupils' needs and include a positive pupil self-assessment section to promote self-esteem and to raise aspirations. These plans set suitable targets and are reviewed regularly.

The school's arrangements for safeguarding pupils meet most requirements. However, a few health and safety matters that give cause for concern were raised with the school during the course of the inspection.

Learning environment: Adequate

The school has a warm, happy and friendly ethos that respects the United Nations' 'Rights of the Child'. All pupils have equal opportunities to study courses that they are interested in and the school actively challenges any stereotyping. The school has appropriate arrangements to ensure delivery of its strategic equality plan. However, the school has not produced an annual report monitoring progress in this area.

The school is well decorated. Classroom and corridor displays provide an attractive and stimulating learning environment. Learning resources are generally good, and the school library is well resourced and used effectively by pupils and teachers.

The school toilets and changing rooms on the school site are appropriate for the number of children in the school and are maintained suitably.

The school building and grounds are well maintained and generally free of litter. However, there are a few health and safety concerns with respect to the school's building and grounds. These were brought to the attention of the school during the inspection.

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

The membership of the senior leadership team has changed considerably over the last nine months. During this time, the senior leadership team has taken on new roles and developed appropriate management structures. The acting headteacher

has a sound understanding of areas that need improvement and the need to raise pupils' aspirations. Senior leaders are visible around the school and provide useful support for other staff.

The acting headteacher and senior leaders share a common vision for the school based on addressing the national priorities of improving pupils' literacy and numeracy, and tackling the impact of disadvantage. As a result of effective initiatives to improve these aspects, pupils eligible for free school meals perform better than those in similar schools and those with additional learning needs make very good progress in their reading skills. The warm, and caring ethos developed by leaders has resulted in improvements in pupils' behaviour, engagement and attitudes to learning. Early indications from the innovative curriculum for Years 9, 10 and 11 are positive. However, leadership has not had enough impact in ensuring good progress in indicators that include English and mathematics or in ensuring that all safeguarding arrangements are appropriate.

There are clear lines of communication between senior and middle leaders and they meet regularly to discuss pupil progress and necessary interventions. The extended leadership team understand their roles well and carry out responsibilities appropriately. There are suitable lines of accountability and timetabled meetings discuss immediate priorities and relevant actions to address these. However, a majority of these meetings discuss operational, administrative matters rather than strategies to improve teaching and learning.

Managers use data competently to set targets, monitor performance and track individual pupils' progress. Leaders have used data to identify pupils with deficits in basic skills and provide targeted follow-up with striking impact.

Staff job descriptions are suitable and performance management arrangements identify individual professional development priorities appropriately.

The governing body is dedicated, committed and supportive of the school. Governors have a sound understanding of the majority of the strengths and areas for improvement in the school and are developing their understanding of the significance of performance data. They have challenged the school to improve and this has contributed to improvements in many indicators.

Improving quality: Adequate

The school has a useful programme of activities that inform self-evaluation. Senior and middle leaders gather relevant first-hand evidence from formal and informal lesson observations, scrutiny of pupils' books and gathering pupils' views. Outcomes from these activities are used suitably to communicate information about aspects of teaching and assessment to staff. In addition, teachers observe each other to share good practice, for example in developing pupils' literacy and numeracy. However, the evaluations of lessons and work scrutiny do not identify a few important shortcomings highlighted in this report.

The school's self-evaluation report includes a detailed evaluation of data on standards that considers trends, comparisons with similar schools and progress over time. This gives leaders a clear picture of the strengths and areas for development

from the outcomes of teacher assessments and external examinations. However, the report is too descriptive and does not use first-hand evidence well enough to evaluate progress made by pupils in lessons or the quality of teaching.

The priorities for improvement identified in the school's improvement plan are appropriate. They result from the close analysis of data and, in the majority of instances, include suitable actions and interventions and quantifiable targets to measure progress. The school's planning for improvement in pupils' basic skills and the outcomes for those eligible for free school meals has been successful. However, a few targets in important areas in the development plan are not challenging enough. In addition, the plan does not include a strategic focus on improving the quality of teaching or assessment.

Middle leaders develop self-evaluation reports that include detailed and accurate analyses of performance data. However, in general, they do not highlight strengths or identify areas for improvement in teaching or assessment. These shortcomings limit the usefulness of these reports as a basis for improvement planning.

Many department and faculty improvement plans link appropriately to the areas for improvement identified in their own self-evaluation reports. However, a minority of actions within these plans do not have measurable success criteria and many are not fully costed.

Partnership working: Good

The school has developed a wide range of partnerships that are effective in supporting pupils' wellbeing, raising aspirations and improving the outcomes for vulnerable groups of pupils.

Beneficial transition arrangements with partner primary schools in the federation help pupils settle quickly into Year 7. Standardisation meetings between the primary and secondary schools contribute well towards improving the consistency of teacher assessment in the core subjects. Joint planning across the secondary and primary phases, together with few staff who teach Year 5 and Year 6 pupils, promotes continuity in pupils' learning appropriately.

The school works well with local secondary schools and a further education college to broaden the range of courses in key stage 4. Senior leaders and the local college have developed suitable quality assurance procedures for partnership courses. This partnership has contributed to improved outcomes for pupils in the level 2 and level 1 indicators.

The school works well with a broad range of outside agencies that help support more vulnerable pupils. These links successfully promote inclusion, motivation and greater engagement in learning.

Strong partnerships with higher education institutions such as Swansea University and The South Wales University complement the school's provision to raise the aspirations of more able and talented pupils. The school has beneficial links with the South Wales miners' museum and local organisations. These provide pupils with

valuable opportunities for work experience, for example in film animation, and support in achieving the Welsh Baccalaureate qualification.

Parents are well informed about their children's wellbeing and education.

Resource management: Adequate

The school manages its resources well. Strategic business arrangements with partner primary schools within the federation have enabled the school to strengthen its provision and secure efficiency gains. There is an appropriate number of well-qualified and experienced teaching and non-teaching staff, who are deployed to meet the needs of pupils effectively.

The school's bursar, headteacher and governors monitor the school's finances closely. All expenditure is budgeted carefully and allocated to identified priorities. Departmental budgets are allocated fairly through a well-understood formula.

The school makes beneficial use of its Pupil Deprivation Grant in supporting the achievement and learning experiences of disadvantaged pupils, for example in providing additional tailored support for these pupils' literacy and numeracy. This work has made a positive contribution to the progress of pupils eligible for free school meals.

All members of staff are involved appropriately in the performance management process, which links suitably to professional development. The school has established a small number of working groups that focus suitably on the key priorities of literacy and numeracy. These have had a suitable impact on developing provision for these skills across the curriculum.

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

Appendix 1

Commentary on performance data

Since 2011, performance in the level 2 indicator including English or Welsh and mathematics, has declined a little. In 2011 and 2012, performance in this indicator placed the school in the top half of schools based on levels of eligibility for free school meals and was above the family average. However, in 2013 and 2014, performance was below the family average and placed the school in the bottom half of similar schools. Between 2011 and 2013, performance was slightly above modelled outcomes but in 2014, performance was slightly below these expectations. Since 2011, performance in the level 2 indicator has improved significantly and has been above the family average in 2012 and 2014. Between 2011 and 2013, performance in this indicator placed the school in the bottom half of similar schools based on levels of eligibility for free school meals, but improvements in 2014 place the school in the top benchmarking quarter. Performance in the capped points score has improved since 2011, is consistently above the family average and, in 2014, places the school in the top quarter of similar schools based on levels of eligibility for free school meals for the first time.

Performance in English level 2 has improved in 2014 and was above the family average in three of the four previous years. Since 2011, performance in English has placed the school in the lower half or bottom quarter of similar schools according to free-school-meal eligibility. Performance in mathematics at level 2 has fluctuated and has placed the school in the upper half or top quarter of similar schools in two of the previous four years and in the lower half or bottom quarter in the other years. Performance in mathematics is below the family average in 2014, where previously this was above the family average. Science at level 2 has improved in the last three years and, in 2014, is above the family average and places the school in the top half of similar schools.

In key stage 3, there has been a general trend of improvement in the core subject indicator during the last four years. During this time, performance in this indicator has placed the school consistently in the bottom quarter or lower half of similar schools based on levels of eligibility for free school meals and has been below the average for its family of schools in three of the four previous years.

Performance in mathematics, English and science has improved over the last four years. During this time, performance in English at level 5 or above has placed the school in the bottom quarter or lower half of similar schools based on levels of eligibility for free school meals and has been below the family average. Performance at level 6 and above in English is generally below the family average. Performance in mathematics at level 5 or above has placed the school in the bottom quarter of similar schools based on levels of eligibility for free school meals and has been below family averages in three of the four previous years. Performance at level 6 and above in mathematics is generally below the family average. In science, performance has placed the school consistently in the bottom quarter of similar schools and has been below the family average.

Standards of oracy, reading and writing have improved since 2011. In 2014, standards in oracy and reading are above the family average for the first time. Standards in writing improved in 2013, placing the school above the average for its family for the first time, but dipped a little in 2014, placing the school below the family average.

Over the last three years, when compared with their performance in previous key stages, pupils make sound progress in all indicators.

In the core subject indicator in key stage 3, the difference between the performances of boys and girls boys is significantly greater than the family average. Since 2011, the gap between the performance of pupils receiving free school meals and their peers has decreased. However, performance for this group of pupils is consistently below the average for the same group of pupils in other similar schools.

At key stage 4, the gap between the performance of girls and boys in the level 2 threshold including English and mathematics is narrower than the family average. Since 2012, boys' performance in this indicator has been as good as or better than that of boys in similar schools. However, girls' performance in this indicator is consistently well below the average for girls in the family. The performance of boys and girls in the level 2 indicator has improved over the past three years and, in 2014, both groups have performed better than the family average, with the boys out-performing the girls. In the level 1 threshold, boys perform better than the girls although, in general, both genders perform better than the family average. Boys also perform consistently better than girls in the capped points score, although performance in this indicator has improved for both genders, In 2014, boys and girls have performed better than the family average.

Since 2011 in key stage 4, the performance of pupils eligible for free school meals in the level 2 threshold including English and mathematics and the core subject indicator has improved and was above the family average in 2013 and 2014. Over the same period, the performance of those not eligible for free school meals in these indicators has declined. Since 2011, the performance of pupils eligible for free school meals in the level 2 threshold, the level 1 threshold and the capped points score has shown strong improvement. In 2014 performance in these indicators is above the family average. There is little difference in the performance of pupils eligible for free school meals and others in these indicators.

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	101	57	42	2	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
		56%	42%	2%	0%	
		43%	52%	4%	1%	
The school deals well with any bullying	101	29	63	9	0	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		29%	62%	9%	0%	
		26%	57%	14%	3%	
I have someone to talk to if I am worried	101	54	44	3	0	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		53%	44%	3%	0%	
		38%	52%	8%	1%	
The school teaches me how to keep healthy	101	25	61	12	3	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		25%	60%	12%	3%	
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	101	45	51	4	1	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	50%	4%	1%	
		45%	45%	8%	2%	
I am doing well at school	101	49	45	5	2	Rwy'n gwneud yn dda yn yr ysgol.
		49%	45%	5%	2%	
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	101	36	56	8	1	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		36%	55%	8%	1%	
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	101	19	55	25	2	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		19%	54%	25%	2%	
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	101	45	45	10	1	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	45%	10%	1%	
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	101	4	52	36	9	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		4%	51%	36%	9%	
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	101	35	39	16	11	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		35%	39%	16%	11%	
		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	101		25 25%	51 50%	20 20%	5 5%	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	101		41 41%	51 50%	8 8%	1 1%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	101		47 47%	44 44%	8 8%	2 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background	101		36 36%	54 53%	5 5%	6 6%	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	101		40 40%	57 56%	4 4%	0 0%	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	47		12 26%	23 49%	8 17%	4 9%	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%	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	1		0 0%	0 0%	1 100%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	15%	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.	65	22 34%	40 62%	1 2%	2 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	65	25 38%	33 51%	5 8%	2 3%	0	Mae fy mhlentyn 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.	65	34 53%	24 38%	4 6%	2 3%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	3%	1%		
My child is making good progress at school.	64	31 48%	31 48%	1 2%	1 2%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	65	15 25%	34 58%	9 15%	1 2%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	64	24 38%	35 56%	2 3%	2 3%	1	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	65	40 62%	21 32%	3 5%	1 2%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	65	24 39%	31 50%	5 8%	2 3%	3	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.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	65	18 30%	34 56%	5 8%	4 7%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	53%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	65	27 44%	30 48%	3 5%	2 3%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	56%	7%	1%		
My child is safe at school.	65	29 48%	29 48%	1 2%	2 3%	4	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	65	25 41%	33 54%	0 0%	3 5%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	53%	8%	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.	65	29 45%	30 47%	3 5%	2 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		35%	51%	11%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	65	27 42%	31 48%	4 6%	2 3%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	64	18 29%	35 56%	7 11%	3 5%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	64	28 44%	31 49%	2 3%	2 3%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	56%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	61	14 25%	38 68%	2 4%	2 4%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	56%	10%	2%		
There is a good range of activities including trips or visits.	64	14 23%	32 52%	9 15%	6 10%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	52%	10%	2%		
The school is well run.	65	20 32%	36 58%	3 5%	3 5%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	51%	5%	2%		

Appendix 3

The inspection team

Ceri Jones	Reporting Inspector
Jackie Gapper	Team Inspector
Mamta Arnott	Team Inspector
Alwyn Thomas	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Trevor Brown	Peer Inspector
Jonathan Griffiths	School 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 eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.