



*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**

**Lewis Girls' Comprehensive School  
Oakfield Street  
Ystrad Mynach  
CF82 7WW**

**Date of inspection: November 2014**

**by**

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

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

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

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

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

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

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

| <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.

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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 9 January 2015**

## Context

Lewis Girls' Comprehensive School is an all-girls 11 to 16 school with a co-educational sixth form. It is located in the town of Ystrad Mynach in Caerphilly. There just under 890 pupils on roll, of whom around 220 are in the sixth form. The overall school roll has decreased since the last inspection when over 1,000 pupils attended the school. However, numbers in the school's sixth form have remained broadly similar.

The school takes in pupils from an area of about 40 square miles, which includes the villages of Hengoed and Llanbradach. Around 20% of pupils are eligible for free school meals, which is slightly higher than the national average of 17.5%. Nearly a quarter of pupils live in the 20% most deprived areas of Wales.

The pupils entering the school represent the full range of ability. Around 16% have a special educational need. This figure is lower than the national average of 20.1%. A very small number of pupils have statements of special education needs. This is lower than the national rate of 2.4% for Wales as a whole.

Around one in twenty pupils come from a minority ethnic background and an even smaller proportion of pupils receive support to learn English as an additional language. A very small number of pupils can speak Welsh fluently.

The senior leadership team consists of a headteacher, two deputy headteachers and one assistant headteacher. The headteacher was appointed in January 2012. One deputy headteacher has been in post since 2006 and the other was appointed in September 2012. A new assistant headteacher was appointed in September 2014.

The individual school budget per pupil for Lewis Girls' Comprehensive School in 2014-2015 means that the budget is £3,935 per pupil. The maximum per pupil in the secondary schools in Caerphilly is £5,321 and the minimum is £3,879. Lewis Girls' Comprehensive School is twelfth out of the 14 secondary schools in Caerphilly 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

Good features of the school's work include:

- the improving performance at key stage 3 and key stage 4 in most indicators;
- the positive attitudes that pupils demonstrate when arriving to lessons and applying themselves quickly to their work;
- in a majority of lessons, the ability of pupils to listen attentively and engage well in activities;
- in a majority of lessons, the secure knowledge and understanding gained by pupils, who develop a range of skills well;
- the valuable support that is provided for pupils identified as being vulnerable across all year groups; and
- the wide range of sporting and musical activities that many pupils attend.

However, current performance is judged to be adequate because:

- in a minority of lessons, pupils do not make enough progress;
- in a minority of lessons, teachers' expectations are too low and activities do not sufficiently engage or meet the needs of pupils;
- pupils' standards in mathematics are not strong enough;
- attendance rates are not improving fast enough; and
- procedures to ensure high standards of behaviour by all pupils are not consistently applied by a few members of staff.

### Prospects for improvement

The school's prospects for improvement are judged to be adequate because:

- the headteacher and senior leaders demonstrate strong leadership across the school and communicate their vision for improvement well;
- senior leaders have a secure understanding of the school's strengths and areas for improvement;
- leaders have brought about improvements in standards at key stage 3 and key stage 4;
- senior leaders tackle underperformance robustly;
- there is an improving culture of self-evaluation and improvement planning across the school with systematic arrangements in place to evaluate the work of the school and to plan for improvement; and
- well-established partnerships with local providers are strong.

However:

- senior leaders have not had a consistent impact on improving the quality of teaching and learning across the school;
- lines of accountability between leaders are not always rigorous enough to ensure consistency across the school;
- improving pupils' mathematical and numeracy skills remains an important area for development;
- the quality of leadership across curriculum and pastoral leaders is too variable;
- curriculum leaders do not respond to findings from lesson observations and work scrutiny to bring about improvement;
- progress managers do not evaluate the work in their areas well enough; and
- the views of parents are not regularly sought.

## Recommendations

- R1 Raise standards across the school, in particular the indicators that include mathematics
- R2 Improve the school's provision for numeracy and its impact on pupils' numeracy skills
- R3 Improve the quality of teaching and learning to ensure that all lessons are engaging and have sufficient pace and challenge
- R4 Improve structures and processes to strengthen the accountability between senior and middle leaders
- R5 Improve the quality of self-evaluation and improvement planning by curriculum and pastoral leaders
- R6 Improve the co-ordination for education for sustainable development and global citizenship
- R7 Meet statutory requirements for the daily act of collective worship

### **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

Over the last three years, performance at key stage 4 has generally improved in all headline indicators. Although performance in the headline indicator that includes English and mathematics declined in 2014, provisional data indicates that it is in line with modelled expectations. Standards in the indicators that include a wide range of qualifications have improved well over the last three years. However, in the majority of instances, attainment in these wider measures, and also that in the indicator that includes English and mathematics, is below that of girls nationally and girls in the family of schools. Progress made by pupils from key stage 2 to the end of key stage 4 in many indicators is generally below estimated performance.

At key stage 3, performance in the core subject indicator has improved sharply over recent years. In 2014, it is just above modelled expectations. However, and similar to previous years, performance in the core subject indicator remains below that of girls nationally and of girls in the family of schools.

At key stage 3, the performance of pupils eligible for free school meals has not been strong and has remained below the national average for these pupils for the three years to 2013. At key stage 4, over the same period, performance by pupils eligible for free school meals has improved, although provisional data for 2014 indicates that performance has declined slightly. Overall, pupils eligible for free school meals and those with additional learning needs make variable progress from key stage 2.

No pupils leave the school without a qualification. The proportion staying on in full-time education after 16 is higher national figures. A small number of pupils have left school at 16 and are reported as being not in education, employment and training. This proportion is better than local and national figures.

In the sixth form, performance largely compares well with national and family averages. Overall, students generally make expected progress in many subjects.

In a majority of lessons, pupils gain secure knowledge and understanding and develop a range of skills well. They display an accurate recall of previously taught work and use this well to support their learning in new areas. In a majority of lessons, most pupils engage with tasks and activities enthusiastically and produce work of a high standard. They work well independently, in pairs and small groups, and are confident to ask teachers and other pupils questions to improve their learning. In a very few lessons, pupils make exceptional progress and demonstrate a comprehensive understanding of previously taught work. These pupils confidently perform research work and can work with a variety of sources to identify patterns and draw out reliable conclusions. They make significant contributions in class discussions by articulating their thoughts and ideas with clarity. However, in a minority of lessons, pupils do not make as much progress as they should. In these lessons, too often activities do not engage pupils well enough in their work. This prevents pupils from making sufficient progress. In a few cases, pupils do not take sufficient pride in their work and produce work to a poor standard.

In a majority of lessons, pupils listen attentively and engage well in question and answer sessions. They demonstrate competent reading skills and use skimming and scanning techniques accurately to locate key aspects from different texts. A few pupils use dictionaries well to support their learning. This helps to improve their understanding of new words when working with unfamiliar texts.

A majority of pupils develop their writing skills well and produce worthwhile extended pieces of written work, for example when writing formal letters. In the best examples, pupils write accurately and convey empathy well in their written work. However, a minority of pupils do not write well enough. In too many cases, pupils' written work contains spelling, punctuation and grammatical mistakes. Furthermore, an over reliance on worksheets by a minority of teachers prevents pupils from developing their writing skills effectively.

In few subjects, pupils use their numeracy skills well. For example, they construct accurate graphs in science when interpreting results from experiments. However, overall, too many pupils display weak number skills and often have difficulties when working with place value, metric measures and percentages. These weaknesses prevent them from working effectively in mathematics and in other areas across the curriculum.

In Welsh second language at key stage 3, performance has generally improved strongly over recent years, although in 2014 it remains below the averages of girls nationally and in the family of schools. At key stage 4 in 2014, a majority of pupils achieve a grade C or above qualification in Welsh.

### **Wellbeing: Good**

Most pupils feel safe in school and are confident to approach staff if they have a problem. Pupils have positive attitudes to learning and generally exhibit good behaviour in lessons and around the school. They are courteous and polite to staff and each other. Pupils are punctual to lessons, settle to work quickly and demonstrate positive attitudes to learning. However, a few pupils in a small number of lessons do not engage fully in lessons.

Most pupils have positive attitudes to healthy living and eating. Many participate in extra-curricular activities and take advantage of the range of opportunities to keep fit. Most pupils generally have well-developed social skills and are well prepared for life and work outside school.

Many pupils undertake additional responsibilities enthusiastically. For example, pupils act as cyber and peer mentors and undertake the roles effectively, supporting other pupils in the school. The school council considers a range of issues related to school life successfully. It has made improvements to the school environment and is regularly involved in the appointment of new teaching staff.

There are many community and charity focused events that develop active citizenship. For example, in the last two years, pupils have won prestigious national awards for their valuable participation in community work.



Attendance figures show an improving trend over the last three years and were stronger than rates in similar schools in the two years prior to 2014. However, in 2014, attendance figures, despite improving, are below modelled expectations and below those of similar schools. There have been no permanent exclusions for at least the last four years.

|   |                 |
|---|-----------------|
| <b>Key Question 2: How good is provision?</b> | <b>Adequate</b> |
|---|-----------------|

### **Learning experiences: Adequate**

The school provides a broad and balanced curriculum, which meets the needs of its pupils well. The curriculum at key stage 3 builds appropriately on pupils' experiences at key stage 2. At key stage 4 and in the sixth form there is a comprehensive selection of general and vocational courses, which are delivered effectively in partnership with local partners. Curriculum opportunities for the most able are less well developed.

In the sixth form, the provision for the Welsh Baccalaureate Qualification affords pupils worthwhile opportunities to develop wider skills. Extra-curricular provision is a strong feature of the school. There is a wide range of well-attended sporting and musical activities, arranged by the school and the 5x60 officer. These have a positive impact on pupils' achievement, wellbeing and attitudes to learning.

Appropriate progress has been made integrating the national literacy and numeracy framework. In most areas, the provision for literacy skills is beneficial and consistently applied. Provision for numeracy is less well developed. The school provides suitable support to develop pupils' skills and is effective at identifying pupils whose literacy and numeracy skills are weak. Support programmes for literacy are strong and effective. However, support for pupils with weak numeracy skills is significantly less well developed.

Provision for Welsh is organised appropriately and enables pupils to make good progress. At key stage 4, nearly all are entered for a level 2 qualification in Welsh second language. Pupils' understanding of Welsh culture and traditions is developed suitably through a range of subjects, visits and extra-curricular activities, including an annual eisteddfod. Development and co-ordination of the Cwricwlwm Cymreig are limited.

The school's contribution to improving pupils' awareness of sustainability and global citizenship is underdeveloped. The school acts sustainably and a few departments work together to deliver relevant projects. The leadership, development and monitoring of education for sustainable development and global citizenship are not in place.

### **Teaching: Adequate**

In many classrooms, teachers develop strong working relationships with pupils. They create a positive learning environment where pupils feel comfortable to ask questions.

In a majority of lessons, teachers use a variety of effective strategies and activities to engage, enthuse and sustain the interest of pupils. These lessons are planned well and tasks build progressively on pupils' knowledge and skills. Teachers use a range of questioning styles well to develop pupils' understanding and to identify common mistakes and misconceptions. They use a variety of activities effectively to ensure that pupils make good progress and reflect on their learning. In a few lessons, teaching is highly effective. In these lessons, teachers demonstrate excellent subject knowledge and know their pupils extremely well. They design high quality activities and provide skilful support to develop pupils' subject specific and other skills, such as literacy and numeracy, exceptionally well. This enables pupils to make outstanding progress.

In a minority of lessons, teaching is less effective. In these lessons, although teachers demonstrate good subject knowledge, the pace of their lessons is too slow and activities do not provide enough challenge, particularly for more able pupils. In addition, teachers often spend too much time instructing and explaining. This affects the degree to which pupils consolidate understanding and extend their learning in lessons. In a very few lessons, teachers' planning is weak. As a result, pupils become disengaged from their work and disruptive. In these lessons pupils make limited progress.

Many teachers mark work regularly. In a majority of instances, teachers provide pupils with useful comments and give targets for improvement. However, overall, the quality of written feedback is too variable between teachers. Pupils are beginning to respond to teachers' comments. However, only in a few subject areas do pupils routinely correct their work or act on advice given by teachers in a meaningful way. In a majority of lessons, pupils receive worthwhile oral feedback in lessons. In a few lessons, pupils are involved in effective peer and self-assessment. However, in a few other cases peer and self-assessment activities are superficial and do not contribute to pupils' learning.

The school collects and tracks pupils' progress on a regular basis and the information is used well to identify pupils for support. Reports to parents and carers are appropriate.

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

The school has effective arrangements to support pupils' health and wellbeing well. It is a caring and supportive environment that encourages pupils to develop positive attitudes to learning and school life.

The school works closely with local agencies to arrange timely and appropriate support for pupils. It takes a positive stance on anti-bullying with pro-active, pupil led initiatives developed, such as the cyber mentoring initiative. The school has strong collaborative arrangements with key agencies to protect and raise the self-esteem of pupils. For example, the work with the Heads above the Waves project helps pupils affected by issues such as depression.

There are effective systems in place to manage pupil behaviour. However, a few teachers do not always use these systems consistently to manage behavioural issues in lessons. Systems to monitor and improve attendance are sound.

The school has recently refurbished a house, Tŷ Croeso, on the school grounds to support a group of Year 7 pupils that need additional emotional support on transfer to secondary school. The provision is open before school and throughout the school day. This innovative facility houses the educational welfare officer, school counsellor and school nurse together with an experienced teaching assistant. The provision is particularly effective in ensuring continuity of care for Year 7 pupils identified as being vulnerable. The school's 'Blossom' programme complements the project, and supports pupils in Year 8 to Year 11. This programme provides effective support for pupils with emotional needs.

The personal and social education programme is comprehensive and well planned. Pupils engage in a wide range of activities involving external specialists. Provision for moral, cultural and social development is effective and well developed. However, with the exception of whole school assemblies, the school does not comply with the daily act of collective worship.

Individual educational plans effectively identify learning targets. Specialist teachers and support assistants offer effective, targeted support for individuals and groups of pupils. There are appropriate systems in place to ensure that parents of pupils with additional learning needs are kept well informed about their child's education. The school provides an effective intervention programme to support pupils entering the school with low levels of functional literacy.

The school provides a worthwhile range of specialist and independent career and option guidance to all pupils.

The school makes appropriate arrangements for promoting healthy eating and drinking. Its arrangements for safeguarding pupils meet requirements and give no cause for concern.

Inspectors have drawn the school's attention to a specific issue relating to health and safety. The school has already identified the issue and is in the process of resolving it.

### **Learning environment: Good**

The school has a positive and inclusive ethos and promotes strong values of care and respect. Pupils from different backgrounds are respected and integrate well into school life. They have equal access to the curriculum, and gender stereotypes are challenged effectively. The school provides many worthwhile opportunities for pupils to be involved in school life, including beneficial activities that provide support for other pupils.

The school's accommodation is in an appropriate condition, although a small number of older demountable classrooms are in a poor state of repair. Teachers and pupils make a valuable contribution to display work in many classrooms. This enhances the

learning environment. The recently refurbished library is well resourced and classrooms are generally well equipped with information and communication technology. The school benefits from good quality sporting facilities located at the adjacent sports centre. The condition of toilets on the school site is variable, with a few toilets being in poor condition.

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

### **Leadership: Adequate**

The headteacher provides strong and inspirational leadership. She has a clear strategic vision for moving forward that aligns closely to national priorities. Over the last two years, the senior leadership team has been strengthened with the appointment of a deputy headteacher and more recently an assistant headteacher. All senior leaders and many middle leaders are committed to improving the school effectively.

The headteacher has worked skilfully to strengthen the quality of middle leadership. With the assistance of the strengthened senior leadership team, in-school variation is being tackled through improved shared leadership and accountability across the school. However, the lack of leadership skills of a minority of curriculum and pastoral leaders means that they are still dependent on support from senior leaders. Further, job descriptions are too generic and do not relate well enough to pupils' outcomes.

Leaders challenge and support staff appropriately through focused support and intervention. There are appropriate lines of accountability between senior and middle leaders and the timetabled fortnightly meetings are focused clearly on strategic priorities and raising standards. However, in a minority of instances, agreed action points from these meetings are not specific enough.

The lines of accountability are not always rigorous enough to ensure consistency within the school. Progress managers do not hold their form tutors to account enough for the work that is done during registration periods, and the quality of work scrutiny by a minority of curriculum leaders is not strong enough.

The current performance management cycle is robust, and challenging objectives are beginning to be set in line with school and individual needs. The school deals effectively with underperformance.

The governing body has appropriate structures and many governors have a sound understanding of their roles. They have an increasing understanding of the importance of scrutinising the school's self-evaluation report effectively. However, although governors are fully committed to supporting the school, their role in challenging the school's performance is not rigorous enough. They do not hold middle leaders sufficiently to account and links to departments have only just been introduced.

### **Improving quality: Adequate**

The headteacher and senior leadership team have made sound progress in developing a culture of self-evaluation and improvement planning across the school. The school has systematic arrangements to evaluate the effectiveness of its work and to plan for improvement.

The leadership team has a clear understanding of the school's strengths and areas for development. It compares the school's performance with a range of appropriate data and uses this information to set priorities for future improvement. The self-evaluation process draws on a broad range of relevant evidence including departmental reviews. These reviews include pupil questionnaires, lesson observations and scrutiny of pupils' work. However, the views of parents are not regularly sought. The school's self-evaluation report provides a generally accurate picture of school life and links well with the school improvement plan. However, in a few areas it is too descriptive and lacks evaluation of evidence.

All departmental self-evaluation reports provide a helpful analysis of end of key stage performance data. Data is analysed appropriately by middle leaders so that they have a clear understanding of pupil performance in their subject areas. From this analysis, they identify suitable targets for improvement. However, curriculum leaders do not focus sufficiently on findings from lesson observations and work scrutiny, and progress managers do not evaluate the work in their areas.

The school improvement plan provides a sound basis for development, and identifies key priorities across the school, focusing appropriately on standards, quality of teaching, middle leaders and national priorities. It includes clear actions, staff responsibilities and sources of funding. However, success criteria are not always specific enough.

Middle leaders produce appropriate improvement plans using the whole-school priorities as a starting point. Departments identify suitable actions to show how they will respond to these priorities. Both curriculum leaders and their line managers regularly monitor progress towards the agreed targets. However, the quality of these plans is variable, with a majority containing success criteria that are not measurable and a very few that do not clearly identify staff responsibilities or costings.

### **Partnership working: Good**

The school has developed valuable working relationships with a wide range of partners. These partnerships make a successful contribution to improving provision and raising standards. The links are particularly effective in promoting pupils' wellbeing and enhancing their learning experiences.

Well-established partnerships with local providers are strong. These links extend the range of courses available to sixth-form pupils. There are effective quality assurance procedures in place to monitor provision, outcomes and pupils' wellbeing.

Partnerships with primary schools are suitable. Transition arrangements are effective and ensure that pupils transfer from primary school to secondary school with confidence. However, curricular links with the primary schools are underdeveloped.

The school's work with a range of external agencies makes valuable contributions to the provision for pupils' personal and social development. Links with the community are beneficial. For example, local businesses offer pupils placements to experience the world of work. The senior choir supports community events by performing at a range of local venues including the Ystrad Mynach Christmas Fayre.

There are appropriate links with parents. They are suitably informed about the school's work and their children's wellbeing and progress. The Friends of Lewis Girls' School support the school well, for example by purchasing the projector and screen in the main hall.

The school works with a range of teacher training colleges to provide valuable training opportunities for trainee teachers.

### **Resource management: Adequate**

The headteacher has successfully planned a viable budget, despite a challenging background of falling roles. Money allocated for school priorities is costed carefully and spending is monitored effectively. Sixth-form provision is cost effective.

The school is appropriately staffed to teach the broad and balanced curriculum and nearly all subjects are taught by subject specialists. Members of staff who teach outside their specialist areas are supported well. Teaching assistants are used appropriately.

All members of staff are suitably involved in the performance management process. Professional development needs are identified well and managed effectively. However, best practice is not shared regularly enough across the school.

The school has developed a relevant whole-school professional learning network that focuses on improving the quality of teaching and learning across the school. This has resulted in the growth of pockets of good and excellent teaching. However, this has not yet impacted enough to raise the overall quality of teaching to good or better.

The school's grants are managed well and the school uses its pupil deprivation grant purposefully. This has contributed suitably to the progress of socially deprived pupils in both key stage 3 and key stage 4.

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

## Appendix 1

### Commentary on performance data

At key stage 3, the proportion of pupils attaining the core subject indicator has increased sharply over the last four years. In 2014, over a third more pupils achieved the core subject indicator compared with pupils three years ago. Performance for the last two years places the school in the top 25% of similar schools based on free-school-meal eligibility. However, in 2014, and similar to previous years, performance remains below the average performance of girls in Wales and girls in the family of schools. In 2014, performance is just above modelled expectations. Performance in the separate core subjects generally displays a similar pattern, although performance in mathematics and science fell slightly in 2014. At level 5 above in 2014, performance in English, mathematics and science places the school in the top 25%, lower 50% and upper 50% of similar schools based on free-school-meal eligibility respectively. At level 6 and above, performance has generally been strong in English, weak in mathematics and average in science. Performance in these subjects in 2014 at level 6 and above places the school in the top 25%, bottom 25% and upper 50% of similar schools based on free-school-meal eligibility respectively.

Over the last three years, attainment at key stage 4 in the level 2 threshold including English and mathematics has generally improved, although it declined 2014. Performance in this measure is below the family average, in line with modelled expectations and places the school in the upper 50% of similar schools based on free-school-meal eligibility. Performance is below the average performance of girls in Wales and girls in the family of schools. There is a similar pattern for the core subject indicator. The weakest performing core subject is mathematics. In 2014 there is a 22 percentage point difference between English and mathematics at grade C and above. Performance in the level 2 threshold has improved well over the last three years, albeit from a low base in 2011. However, in 2014 it is below the family average and places the school in the lower 50% of similar schools based on free-school-meal eligibility. Performance compared to that of girls in Wales and in the family of schools is average. Performance in the average wider capped score is above modelled expectations and the average of the family of schools. It places the school in the upper 50% of similar schools based on free-school-meal eligibility. Performance in the level 1 threshold has improved steadily. In 2014 it is in line with the family average and performance places the school in the upper 50% of similar schools based on free-school-meal eligibility. This is an improvement on the previous two years. Progress made by pupils from key stage 2 to the end of key stage 4 in many indicators is not that strong and was significantly below estimated performance in the level 2 threshold in 2013. Progress made by pupils from the end of key stage 3 is better than expected.

At key stage 3 the performance of pupils eligible for free school meals has not been strong and has remained below the national average for these pupils for the three years to 2013. In 2014, provisional data for key stage 4 indicates that performance by pupils eligible for free school meals has declined slightly from the previous year.

Pupils eligible for free school meals and those with additional learning needs make variable progress from key stage 2.

No pupils leave the school without a qualification. The proportion staying on in full time education after 16 is below national figures. A small number of pupils have left school at 16 and are reported as being not in education, employment and training. This proportion is better local and national figures.

In the sixth form, performance in the level 3 threshold has remained consistent over the last three years and in 2014 is above national and family averages. Performance in the average wider points score has fluctuated over the few last years but has generally been above both family and national averages. Students generally make expected progress in many subjects.

In Welsh second language at key stage 3, performance has generally improved strongly over recent years, although it declined somewhat in 2014. However, despite the modest fall, performance remains in line with that in the family of schools and places the school in the upper 50% of similar schools based on free-school-meal eligibility. At key stage 4 in 2014, a majority of pupils achieve a level 2 threshold qualification in Welsh.



## 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<br>Nifer o ymatebion |  | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf |   |
|---|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| I feel safe in my school  | 106                                      |  | 31<br>29%                       | 68<br>64%       | 7<br>7%               | 0<br>0%                               | Rwy'n teimlo'n ddiogel yn fy ysgol.   |
|   |  |  | 43%                             | 52%             | 3%                    | 1%                                    |   |
| The school deals well with any bullying   | 104                                      |  | 15<br>14%                       | 62<br>60%       | 24<br>23%             | 3<br>3%                               | Mae'r ysgol yn delio'n dda ag unrhyw fwlio.   |
|   |  |  | 26%                             | 58%             | 14%                   | 2%                                    |   |
| I have someone to talk to if I am worried   | 106                                      |  | 30<br>28%                       | 71<br>67%       | 4<br>4%               | 1<br>1%                               | 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   | 107                                      |  | 26<br>24%                       | 77<br>72%       | 4<br>4%               | 0<br>0%                               | 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            | 107                                      |  | 44<br>41%                       | 56<br>52%       | 7<br>7%               | 0<br>0%                               | Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.                          |
|   |  |  | 45%                             | 45%             | 9%                    | 2%                                    |   |
| I am doing well at school   | 107                                      |  | 28<br>26%                       | 74<br>69%       | 5<br>5%               | 0<br>0%                               | Rwy'n gwneud yn dda yn yr ysgol.  |
|   |  |  | 32%                             | 62%             | 5%                    | 1%                                    |   |
| The teachers help me to learn and make progress and they help me when I have problems | 107                                      |  | 31<br>29%                       | 71<br>66%       | 5<br>5%               | 0<br>0%                               | 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                      | 106                                      |  | 11<br>10%                       | 66<br>62%       | 25<br>24%             | 4<br>4%                               | 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                 | 107                                      |  | 34<br>32%                       | 65<br>61%       | 8<br>7%               | 0<br>0%                               | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.                               |
|   |  |  | 45%                             | 47%             | 7%                    | 1%                                    |   |
| Pupils behave well and I can get my work done   | 103                                      |  | 11<br>11%                       | 53<br>51%       | 36<br>35%             | 3<br>3%                               | 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  | 106                                      |  | 19<br>18%                       | 58<br>55%       | 26<br>25%             | 3<br>3%                               | Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.                                      |
|   |  |  | 29%                             | 51%             | 17%                   | 4%                                    |   |

|   |  | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf |   |
|---|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| The school listens to our views and makes changes we suggest  |  | 102                                      | 7<br>7%                         | 66<br>65%       | 25<br>25%             | 4<br>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   |  | 106                                      | 32<br>30%                       | 69<br>65%       | 5<br>5%               | 0<br>0%                               | 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                                       |  | 102                                      | 29<br>28%                       | 65<br>64%       | 7<br>7%               | 1<br>1%                               | 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  |  | 106                                      | 23<br>22%                       | 77<br>73%       | 5<br>5%               | 1<br>1%                               | Mae'r staff yn fy mharchu i a'm cefndir.  |
|   |  |  | 37%                             | 54%             | 7%                    | 2%                                    |   |
| The school helps me to understand and respect people from other backgrounds   |  | 105                                      | 27<br>26%                       | 69<br>66%       | 9<br>9%               | 0<br>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 |  | 20                                       | 5<br>25%                        | 13<br>65%       | 2<br>10%              | 0<br>0%                               | Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4. |
|   |  |  | 28%                             | 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  |  | 17                                       | 2<br>12%                        | 8<br>47%        | 6<br>35%              | 1<br>6%                               | Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.       |
|   |  |  | 27%                             | 50%             | 16%                   | 6%                                    |   |

## Responses to parent questionnaires

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

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |  |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school.   | 312                                      | 96<br>31%                       | 186<br>60%      | 19<br>6%              | 6<br>2%                               | 5                            | Rwy'n fodlon â'r ysgol yn gyffredinol.   |
|   |  | 43%                             | 51%             | 4%                    | 1%                                    |                              |  |
| My child likes this school.   | 315                                      | 103<br>33%                      | 178<br>57%      | 25<br>8%              | 4<br>1%                               | 5                            | Mae fy mhentyn yn hoffi'r ysgol hon.   |
|   |  | 46%                             | 48%             | 4%                    | 1%                                    |                              |  |
| My child was helped to settle in well when he or she started at the school.                       | 313                                      | 117<br>37%                      | 158<br>50%      | 20<br>6%              | 9<br>3%                               | 9                            | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.                                  |
|   |  | 49%                             | 45%             | 3%                    | 1%                                    |                              |  |
| My child is making good progress at school.   | 313                                      | 115<br>37%                      | 172<br>55%      | 6<br>2%               | 3<br>1%                               | 17                           | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.   |
|   |  | 44%                             | 48%             | 4%                    | 1%                                    |                              |  |
| Pupils behave well in school.   | 315                                      | 44<br>14%                       | 167<br>53%      | 49<br>16%             | 11<br>3%                              | 44                           | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.  |
|   |  | 22%                             | 54%             | 11%                   | 3%                                    |                              |  |
| Teaching is good.   | 311                                      | 75<br>24%                       | 191<br>61%      | 18<br>6%              | 5<br>2%                               | 22                           | Mae'r addysgu yn dda.  |
|   |  | 33%                             | 57%             | 5%                    | 1%                                    |                              |  |
| Staff expect my child to work hard and do his or her best.  | 314                                      | 134<br>43%                      | 165<br>53%      | 8<br>3%               | 1<br>0%                               | 6                            | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.                                    |
|   |  | 50%                             | 46%             | 2%                    | 0%                                    |                              |  |
| The homework that is given builds well on what my child learns in school.                         | 314                                      | 75<br>24%                       | 196<br>62%      | 19<br>6%              | 8<br>3%                               | 16                           | 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. |
|   |  | 31%                             | 54%             | 8%                    | 2%                                    |                              |  |
| Staff treat all children fairly and with respect.   | 313                                      | 73<br>23%                       | 161<br>51%      | 34<br>11%             | 12<br>4%                              | 33                           | 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.                                | 313                                      | 77<br>25%                       | 182<br>58%      | 28<br>9%              | 1<br>0%                               | 25                           | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.                             |
|   |  | 32%                             | 53%             | 7%                    | 1%                                    |                              |  |
| My child is safe at school.   | 316                                      | 105<br>33%                      | 184<br>58%      | 12<br>4%              | 4<br>1%                               | 11                           | Mae fy mhentyn yn ddiogel yn yr ysgol.   |
|   |  | 41%                             | 52%             | 3%                    | 1%                                    |                              |  |
| My child receives appropriate additional support in relation to any particular individual needs'. | 297                                      | 62<br>21%                       | 152<br>51%      | 28<br>9%              | 5<br>2%                               | 50                           | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.       |
|   |  | 32%                             | 46%             | 7%                    | 2%                                    |                              |  |

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I am kept well informed about my child's progress.  | 309                                      | 53<br>17%                       | 173<br>56%      | 50<br>16%             | 10<br>3%                              | 23                           | 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. | 313                                      | 85<br>27%                       | 183<br>58%      | 22<br>7%              | 13<br>4%                              | 10                           | 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.                          | 313                                      | 60<br>19%                       | 172<br>55%      | 38<br>12%             | 11<br>4%                              | 32                           | 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.               | 310                                      | 77<br>25%                       | 193<br>62%      | 14<br>5%              | 4<br>1%                               | 22                           | 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.            | 298                                      | 57<br>19%                       | 137<br>46%      | 35<br>12%             | 10<br>3%                              | 59                           | 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.                            | 312                                      | 64<br>21%                       | 178<br>57%      | 27<br>9%              | 8<br>3%                               | 35                           | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                        |
|   |  | 35%                             | 50%             | 9%                    | 2%                                    |                              |   |
| The school is well run.   | 309                                      | 82<br>27%                       | 177<br>57%      | 21<br>7%              | 12<br>4%                              | 17                           | Mae'r ysgol yn cael ei rhedeg yn dda.   |
|   |  | 40%                             | 49%             | 5%                    | 2%                                    |                              |   |

## Appendix 3

### The inspection team

|                                |                     |
|--------------------------------|---------------------|
| Mr Robert Davies               | Reporting Inspector |
| Ms Michelle Gosney             | Team Inspector      |
| Mr Alwyn Thomas                | Team Inspector      |
| Mr William Gwyn Thomas         | Team Inspector      |
| Ms Andrea Louise Davies        | Lay Inspector       |
| Ms Claire Armitstead           | Peer Inspector      |
| Ms Helen Harding (Deputy Head) | Nominee             |

## Copies of the report

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