



*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**

**Rhymney Comprehensive School  
Mill Field  
Abertysswg  
Rhymney  
NP22 5XF**

**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
<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: 25/06/2015**

## Context

Rhymney Comprehensive School is an English medium, mixed 11 to 18 school situated in the village of Abertysswg, Caerphilly. Currently, it has 810 pupils on roll including 85 in the sixth form. This is fewer than at the time of the last inspection in 2009, when there were 951, including 100 in the sixth form.

The school draws pupils and students from a group of villages in the northern part of the Rhymney Valley.

Pupils come mainly from seven partner primary schools. Around 31% of pupils are eligible for free school meals. This is much higher than the national average of 17.5% for secondary schools in Wales. Around 72% of pupils live in the 20% most deprived areas in Wales.

Around 2% of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 18% of pupils have a special educational need, which is lower than the national average of 20.1%.

Nearly all pupils are from a white British background. Very few pupils speak Welsh fluently.

The headteacher has been in post since April 2012. The leadership team is made up of the headteacher, an acting deputy headteacher, an assistant headteacher, an acting assistant headteacher and a business manager.

The individual school budget per pupil for Rhymney Comprehensive School in 2014-2015 is £4,212 per pupil. The maximum per pupil in the secondary schools in Caerphilly is £5,321 and the minimum is £3,879. Rhymney Comprehensive School is fifth out of the fourteen secondary schools in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- In key stage 4, strong performance over the past four years in the level 2 threshold that includes English and mathematics and in mathematics, compares favourably with that in similar schools
- Many pupils have positive attitudes to their learning
- There is effective provision for pupils with additional learning needs
- Effective partnership working has increased the range of options in key stage 4 and in the sixth form
- The school has a supportive ethos

However:

- Pupils do not make as much progress in indicators that include a wide range of qualifications or in science at the end of key stage 4 as pupils in similar schools
- The performance of boys is below that of boys in similar schools
- The performance of pupils eligible for free school meals is below that of pupils in similar schools
- The quality of teaching and assessment varies too much within and across departments
- A majority of pupils' writing has frequent spelling, punctuation and grammatical errors

### Prospects for improvement

Prospects for improvement are adequate because:

- The leadership team work well together and have a clear vision for the school that is communicated clearly
- There is a clear emphasis upon improving teaching and learning
- Leadership has secured improvements in nearly all indicators at key stage 4
- Senior leaders draw on a suitable range of evidence in their self-evaluation
- Governors understand their roles well and provide suitable challenge to the school

However:

- Leaders are not always held accountable for all aspects of provision and standards
- Self-evaluation processes and improvement planning at all levels are not robust and precise enough

- Strategies to improve pupils' literacy and numeracy across the curriculum are not developed well enough

## Recommendations

- R1 Raise standards at key stage 4, particularly the performance of boys and of pupils eligible for free school meals
- R2 Plan more effectively for the progressive development of pupils' literacy and numeracy skills
- R3 Improve the quality and consistency of written feedback to pupils
- R4 Strengthen arrangements so that leaders are fully accountable for all aspects of provision and standards
- R5 Improve the focus, accuracy and consistency of self-evaluation and improvement planning at all levels

### **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

At key stage 4, in 2014, performance in the indicators that include English and mathematics compares favourably with that of similar schools based on eligibility for free school meals. However, performance in the indicators that include a wide range of qualifications is much weaker. Over the last three years, performance in these measures has been below that of similar schools, despite an improvement in 2013. Performance in mathematics has consistently been above that of similar schools, though performance in English has fluctuated and dipped in 2014. Pupils' progress from previous key stages is better than expected in the indicators that include English and mathematics, but much lower than expected in the indicators that include a wide range of qualifications.

At key stage 3, performance in all indicators has shown a trend of improvement and is above the average for similar schools in half of the key indicators. Pupils' progress from the previous key stage is better than expected in all key indicators.

In 2014, the performance of boys at key stage 4 is below that of boys in similar schools in nearly all indicators. Performance in previous years shows a similar pattern. The gap between the performance of boys and girls in 2014 is greater than in similar schools in the majority of indicators. At key stage 3, the performance of boys has been weak for several years and remains below that in similar schools for all core subjects. The gap between the performance of boys and girls in these subjects has been greater than in similar schools for the past three years.

In 2014, the performance of pupils eligible for free school meals is below the average for similar schools in all indicators at key stage 3 and in nearly all at key stage 4. In many lessons, pupils have positive attitudes to their learning. A majority make effective use of their prior learning to gain new knowledge, understanding and skills. They demonstrate clear thinking skills in problem solving and in the analysis of source materials. In a majority of lessons, pupils make good progress in developing their knowledge, understanding and skills.

Many pupils listen to the teacher with attention, respect and understanding. A majority do so to their peers. Many pupils across the age and ability range express clear opinions. A minority of pupils speak confidently and provide more developed verbal responses. In many subjects, pupils of all abilities use subject-specific terms well. Often, boys demonstrate stronger oral skills than girls do.

A minority of pupils use higher-order reading skills effectively. They synthesise information from a range of sources and are able to infer and deduce well to improve their knowledge and understanding. A majority of pupils read confidently and understand clearly. Most pupils who have weaker reading skills make good progress through structured intervention programmes.

Across the curriculum, more able pupils produce good quality extended writing that is well organised and coherent. A majority of pupils write for a suitable range of purposes and audiences. Most pupils understand well the purpose of their writing although a majority do not have a secure sense of audience. As a result, they make incorrect language choices and their writing lacks the correct tone. A majority of pupils do not proof read or edit their work well enough. As a result, they continue to make too many errors in spelling, punctuation and grammar, and their writing remains underdeveloped. A few pupils, mostly boys, do not complete work. Generally, the writing of girls is better developed and technically more accurate than that of boys. Overall, pupils do not take enough account of teachers' feedback to improve their work.

Many pupils develop competent numeracy skills as they progress through the school but do not use those skills often enough in appropriate situations across the curriculum. More able pupils demonstrate very secure mathematical reasoning, measuring and calculation skills. However, a majority of pupils do not pay enough attention to the technical accuracy of their graphs. As a result, they often contain basic errors or omissions.

Performance in Welsh second language at key stage 3 has improved slightly over the last few years. However, in 2014, performance remains below the average for similar schools. At key stage 4, many pupils are entered for a full course qualification. In 2014, half of pupils achieved a level 2 qualification.

### **Wellbeing: Good**

Most pupils feel safe in school and many consider that the school deals well with bullying. Many pupils understand what it is to have a healthy lifestyle. They take part in the regular opportunities offered by the school in a wide range of extra-curricular activities including a cross-country, mountain bike club.

Most pupils behave well and nearly all arrive promptly to lessons. Many pupils show a positive attitude to work and take responsibility for their learning. Most pupils show respect, care and concern for others and many develop good social and life skills.

The school's attendance rates have improved over the last few years. They are now higher than the average for similar schools. The attendance of pupils eligible for free school meals has improved in each of the last three years and is now in line with the family average and above the national average. The school has very few fixed term exclusions, although in the last two years permanent exclusions have been well above local and national averages.

The school council is an effective forum for pupils to share their views about the school and influence aspects of decision making. Pupils make worthwhile contributions to many aspects of school life including the recent changes to the school uniform and the 'Cloud 9' initiative, which provides pupils with technology to support their learning. However, they do not have formal opportunities to discuss aspects of teaching and learning.



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

### **Learning experiences: Adequate**

The school provides a broad and balanced curriculum, which offers pupils a wide range of engaging learning experiences. At key stage 3, the curriculum builds appropriately on pupils' experiences in key stage 2. At key stage 4 and in the sixth form there is a suitable range of subjects for pupils to study with clear progression routes.

The school has a suitable range of effective intervention programmes that support pupils with weak literacy and numeracy skills well. There is regular tracking of the progress of these pupils against baseline data. Although a majority of subjects provide useful opportunities for pupils to practise and improve their literacy skills, progress towards implementing the Literacy and Numeracy Framework has been too slow.

There are many valuable opportunities for pupils to develop their knowledge and understanding of the history and culture of Wales, both within lessons and through extra-curricular activities such as visits to the Urdd centres at Llangrannog and Glan-Ilyn. All pupils are provided with useful opportunities to learn Welsh and most pupils follow a full GCSE in Welsh second language. However, there are limited opportunities for pupils to use their Welsh language skills other than in Welsh lessons.

The work of the 'Eco Squad' is a strong feature. Member pupils are proactive and have raised successfully the awareness of sustainability and global citizenship within the school and local community. The Eco Squad have won national competitions, becoming Welsh and British champions. Prize money has supported the development of further initiatives. In addition, they promote recycling and have led a number of initiatives to promote sustainable energy use, including the installation of solar panels.

### **Teaching: Adequate**

In most lessons, there are positive working relationships between staff and pupils. This helps to create a supportive learning environment.

In the majority of lessons, teachers plan well and have suitably high expectations of their pupils. They use a range of useful activities and resources that are matched suitably to the needs of all pupils and allow them to practise and develop valuable skills. These lessons build well on pupils' previous experiences and extend learning effectively. Teachers ask probing questions to ensure that pupils understand their work. In these lessons there is a lively pace to pupils' learning and they make sound progress.

In a minority of lessons, teaching is less effective and pupils do not engage well in their learning. Activities do not build effectively enough on previous learning and teachers' questioning does not probe pupils' understanding well enough. In these lessons the pace of learning is too slow and pupils do not make sufficient progress.

Most teachers mark work regularly and many provide helpful verbal feedback. A minority provide useful and meaningful written comments for pupils about how to improve their work. However, only in a few instances do pupils follow up on these comments. Overall, the quality of marking varies too much between and within subjects. In a few instances, worthwhile peer and self-assessment supports pupils' learning. However, in a majority of instances, these activities are superficial and do not support pupils' learning effectively.

The school tracks pupils' progress on a regular basis. This provides useful information that helps the school to identify those pupils who are making good progress, and others who would benefit from support and intervention. Parents receive regular updates on the progress of their children. Annual reports provide useful information about pupils' work and include an opportunity for parents to respond.

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

The school has effective arrangements to provide advice, guidance and support for pupils. Pastoral and support staff know their pupils well and this has had a positive impact on improving behaviour and attendance. There are appropriate arrangements to promote pupils' spiritual, moral, social and cultural development.

The school has a well-established personal and social education programme. There are effective links with a number of external agencies to deliver this provision. This enhances pupils' awareness of their role in the wider community. The school has effective arrangements to promote healthy eating and drinking. The school's police liaison officer makes a regular and useful contribution to the programme. The school has well-developed provision to promote pupils' self-confidence and self-esteem. Pupils receive beneficial advice at key transition points. The school has comprehensive arrangements to support pupils with option choices, for example one-to-one guidance interviews.

The school has strong provision for pupils with additional learning needs. The progress of these pupils is tracked closely to ensure that interventions improve learning. Pupils have appropriate individual education plans with clear targets for improvement. The school provides a range of support for its most vulnerable pupils, including the development of 'Room 007' where staff are on hand at break and lunch time to provide support and guidance.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. However, inspectors have drawn the school's attention to two issues of health and safety.

### **Learning environment: Good**

The school provides a safe learning environment. There is a clear emphasis upon celebrating success and recognising diversity. The school has appropriate policies and procedures to challenge any stereotyping and promote equality. All pupils have equal access to learning experiences. For example, the school provides transport to

encourage participation in after school activities. Pupils and staff show care and respect for one another.

The school site is well maintained and secure. The large outdoor area is clean and free from litter. Classrooms and learning areas are attractive and well resourced. Around the school, interesting and colourful displays promote pupils' learning effectively. The school has a wide range of information and communication technology equipment in the classrooms and in the computer suites that support learning well.

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

### **Leadership: Adequate**

Since the last inspection, there have been significant changes to the leadership of the school. These changes include the appointment of a new headteacher, acting deputy headteacher and acting assistant headteacher. The leadership team work well together and have a clear vision for the school. This vision is communicated effectively to staff, pupils, parents and the governing body. Since his appointment, the headteacher has strengthened leaders' focus on improving attendance as well as raising expectations about pupils' performance. Leaders now place a greater emphasis on improving outcomes, strengthening the quality of teaching and creating a positive and enjoyable learning environment. Although leadership has impacted positively on improving pupils' wellbeing and strengthening the quality of teaching, there has been more limited progress in improving outcomes at key stage 4.

Roles and responsibilities of leaders at senior and middle level are clearly defined. The majority of middle leaders carry out their role well. However, a similar proportion have been less effective in ensuring consistency in the quality of marking in their departments.

The school has an appropriate performance management policy that is implemented consistently. Teachers' current objectives align well with the school's priorities for improvement, in particular the need to improve the performance of the most vulnerable pupils and strengthen the quality of marking.

The school has a useful calendar of meetings to ensure that staff and leaders at various levels have the opportunity to meet regularly. However, line management meetings sit outside this programme, are not frequent enough, and records of these meetings vary too much in detail and quality. These shortcomings limit the headteacher's ability to monitor the consistency and quality of the work of senior leaders and reduce the opportunity for line managers to discuss formally the performance of individual departments. Where departments give cause for concern, leaders do not monitor progress regularly enough. As a result, a few subject areas have made limited progress in improving outcomes over the last few years.

The governing body is well informed. Governors have a clear understanding of their responsibilities and undertake their role as a critical friend well. They are beginning to develop useful links with subject areas and have an appropriate role in setting and

monitoring the strategic direction of the school. Governors have benefited from a useful programme of training, including guidance regarding data analysis.

The school has responded appropriately to national priorities.

### **Improving quality: Adequate**

The school has an appropriate range of processes to evaluate the quality of its work. These include a suitable programme of lesson observations and reviews of pupils' work. The majority of leaders undertake a detailed analysis of pupils' performance in external examinations. As a result, senior and middle leaders have a general understanding of the school's main strengths and areas for development.

The school self-evaluation report provides a suitably detailed account of many aspects of the school's work, and links appropriately to the school improvement plan. However, in a few areas it is too descriptive and does not evaluate the impact of activities fully enough. Departmental self-evaluation reports follow a common format, and the majority provide a sound analysis of pupil performance. However, in a minority of cases they are insufficiently evaluative. At departmental level, self-evaluation reports link appropriately to improvement plans. However, they do not pay sufficient consideration to areas for improvement in teaching and assessment or evaluate learning experiences.

Senior leaders carry out regular lesson observations and provide departments with useful summaries of the key strengths and areas for improvement in teaching. However, many observation records are too descriptive and do not identify areas for improvement clearly enough. Senior and middle leaders carry out regular reviews of pupils' work, which are focused appropriately on pupil standards and the quality of marking. A minority of these reports are detailed and provide teachers with valuable advice on how to improve their practice. However, these reports are too variable in quality.

The school improvement plan focuses appropriately on standards, teaching and leadership. However, there are too many areas for improvement including aspects of provision that are already very good. As a result, the areas in most need of improvement do not have sufficient prominence. Although there are clear targets for pupil progress, many success criteria and timescales are not specific or measurable enough. The role of pastoral leaders in evaluating their own work and planning for improvement is underdeveloped.

The school has made strong progress in addressing a few recommendations from the last inspection, particularly the setting of pupil targets and the monitoring of their progress. However, progress in addressing the other recommendations has been more limited.

### **Partnership working: Good**

The school has a wide range of partnerships, which enhance pupils' learning experiences and make a valuable contribution to improving their wellbeing. These partnerships have a positive impact on pupils' attendance and behaviour and extend

the range of courses available to them at key stage 4 and post-16. The school has appropriate quality assurance procedures for collaborative courses.

Pupils benefit from the support and guidance provided by a range of agencies such as the local authority children's services and local businesses. Partnership work makes a worthwhile contribution to pupils' personal development.

There is an effective partnership with local primary schools, which ensures that pupils make a successful transition to secondary school. The school has beneficial links with parents and carers, and keeps them well informed through consultation evenings and written and electronic communication.

The school uses partnership links appropriately to support its most vulnerable pupils, for example the student assistance programme, which provides emotional and behavioural support for these pupils and their families.

### **Resource management: Adequate**

The school deploys staff appropriately to deliver the curriculum. Teaching staff have access to a suitable range of professional development activities to support the development of teaching and learning. The school has established a useful range of professional networks to share best practice in the provision of literacy and numeracy. However, there has been no evaluation of the impact of the work of these groups. Links with the regional consortium provide valuable training and support for staff. Teachers are supported well by non-teaching staff.

The headteacher and bursar monitor the budget closely and the school's spending decisions relate well to priorities for improvement. The governors' curriculum and finance committee meets regularly to discuss key aspects of the budget and plan for the future. They have an appropriate input into financial decisions. Funding from the Pupil Deprivation Grant is allocated appropriately to activities and resources to improve the performance and attendance of the school's most vulnerable pupils. However, the school has not evaluated the impact of last year's funding well enough to inform current and future priorities. Pupil deprivation grant funding has had a positive impact on improving the attendance of pupils eligible for free school meals, although there has been more limited improvement in the performance of this group of pupils at the end of key stage 3 and key stage 4. Sixth-form provision is cost effective.

In view of adequate pupil outcomes, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

At key stage 3, performance in the core subject indicator has improved steadily over the past four years. However, performance has been below the family average for that period. When compared with similar schools based on eligibility for free school meals, the school is in the upper half in 2014 after being in the lower half for each of the previous three years. However, performance remains below modelled expectation.

In 2014, performance in English at level 5 and above improved but places the school in the lower half of similar schools for the second year running after previously placing it in the top half. In 2014, performance at level 6 and above also declined slightly and places the school in the bottom quarter of similar schools.

Performance in English at level 5 and above and at level 6 and above has been below the average for the family of schools in each of the past four years.

Pupils' performance in mathematics at level 5 and above has improved in each of the past four years. In 2014, this performance is equal to the family average, after being above it in 2013 and below it in 2012. When compared to similar schools, performance in 2014 places the school in the upper half after placing it in the top quarter in 2013.

Performance at level 6 and above, in mathematics, also fell in 2014, remains below the family average and places the school in the lower half of similar schools for the second year running.

Performance in science at level 5 and above improved slightly in 2014, for the third consecutive year. However, it is below the family average and has been in three of the last four years. When compared to similar schools, performance places the school in the lower half after placing it in the top quarter in 2013.

Performance at level 6 and above improved again after a considerable improvement in 2013. However, it remains below the family average for the third consecutive year but places the school in the upper half of similar schools for the second year running.

Pupils' progress from the previous key stage is above expectations.

Performance in the level 2 threshold including English and mathematics fell slightly in 2014 but has been above the family average for the past four years. After placing the school in the top quarter of similar schools for the previous three years, performance in 2014 places it in the upper half.

Performance was very close to expectation in 2014 after being a little above for each of the three previous years. Performance in the core subject indicator improved in 2014 and is very slightly above the family average for the third time in the last four years. This places the school in the upper half of similar schools after placing it in the lower half in 2013.

Performance in the level 2 threshold fell in 2014. It has been well below the average for the family of schools in each of the last four years and in 2014 the school slipped into the bottom quarter of similar schools after being in the lower half in each of the two previous years.

Performance in the level one threshold improved slightly in 2014 and remained above the family average for the third consecutive year. This places the school the upper half of similar schools after placing it in the top quarter in 2013. Pupils' performance in the capped points score has been below the family average for the last four years and in 2014 places the school in the bottom quarter of similar schools for the second year running.

In 2014, performance in English at level 2 fell. It was below expectation and below the family average for the third time in four years. This performance places the school in the lower half of similar schools after placing it in the top quarter in 2013.

Performance in mathematics also slipped in 2014 but remained above the family average, placing the school in the top quarter of similar schools for the third year running. Pupils' performance in science improved slightly in 2014, but has been well below the family average for the past two years. This places the school in the bottom quarter of similar schools in 2014, after placing it in the lower half in 2013.

Pupils' progress from the previous key stages is significantly above expectation in the level 2 threshold including English and mathematics and in the core subject indicator, but significantly below expectation in the level 2 threshold and in the capped points score.

In 2014, performance in the sixth form, in the level 3 threshold and in the average wider point score improved in 2014. In both indicators, performance is slightly above the family but well below the national averages.

At key stage 3, in 2014, boys' performance is significantly below that of girls, and below the average for boys in the family of schools, and nationally, in all indicators. The gap between the performance of boys and girls, in all indicators, is greater than in the family of schools and nationally, and has been so for each of the last three years. At key stage 4, boys' performance is below that of girls in all key indicators except mathematics. In 2014, the gap between the performance of boys and girls is greater than the family average in nearly all indicators and greater than the national average in the majority of those indicators.

In 2014, the performance of pupils eligible for free school meals is below the family and Wales averages in all indicators at key stage 3 and nearly all at key stage 4. At key stage 3, the gap between the performance of pupils eligible for free school meals and other pupils is greater than the family average but less than the Wales average in all indicators. At key stage 4, the gap in performance is greater than the family average in most indicators and less than the Wales average in nearly all of the indicators.

In 2014, no pupils left school without a qualification, for the third year running. Most pupils remain in education or training.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Secondary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	279	125 45%	139 50%	13 5%	2 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	52%	4%	1%	
The school deals well with any bullying	279	79 28%	123 44%	62 22%	15 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	277	108 39%	145 52%	19 7%	5 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	278	59 21%	163 59%	54 19%	2 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		24%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	277	96 35%	146 53%	32 12%	3 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	279	96 34%	165 59%	16 6%	2 1%	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	276	109 39%	156 57%	10 4%	1 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	278	69 25%	149 54%	51 18%	9 3%	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	276	145 53%	119 43%	10 4%	2 1%	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	279	29 10%	146 52%	85 30%	19 7%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	



		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect		277	66 24%	139 50%	54 19%	18 6%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	50%	16%	4%	
The school listens to our views and makes changes we suggest		275	45 16%	143 52%	80 29%	7 3%	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		276	89 32%	177 64%	10 4%	0 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		279	106 38%	141 51%	31 11%	1 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background		278	86 31%	161 58%	26 9%	5 2%	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		276	84 30%	169 61%	19 7%	4 1%	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		147	38 26%	84 57%	20 14%	5 3%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29%	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		68	26 38%	32 47%	8 12%	2 3%	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.	54	15 28%	29 54%	4 7%	3 6%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	53	22 42%	22 42%	4 8%	4 8%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	54	25 46%	25 46%	3 6%	0 0%	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.	54	23 43%	24 44%	5 9%	2 4%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	53	7 13%	27 51%	11 21%	2 4%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	53	15 28%	27 51%	4 8%	1 2%	6	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	54	25 46%	23 43%	0 0%	2 4%	4	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	54	14 26%	21 39%	8 15%	6 11%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	54	12 22%	27 50%	5 9%	5 9%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	53	13 25%	29 55%	6 11%	0 0%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	54	18 33%	25 46%	6 11%	3 6%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional	54	15 28%	22 41%	5 9%	4 7%	8	Mae fy mhlentyn yn cael cymorth

		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	
support in relation to any particular individual needs'.			32%	46%	7%	2%		ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	54	17	25	8	4	0		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		31%	46%	15%	7%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	54	19	24	6	2	3		Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		35%	44%	11%	4%			
I understand the school's procedure for dealing with complaints.	54	14	23	7	3	7		Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		26%	43%	13%	6%			
The school helps my child to become more mature and take on responsibility.	53	16	26	7	2	2		Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		30%	49%	13%	4%			
My child is well prepared for moving on to the next school or college or work.	53	12	25	7	5	4		Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		23%	47%	13%	9%			
There is a good range of activities including trips or visits.	54	10	23	11	7	3		Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		19%	43%	20%	13%			
The school is well run.	52	13	27	6	3	3		Mae'r ysgol yn cael ei rhedeg yn dda.
		25%	52%	12%	6%			
			40%	48%	5%	2%		

## Appendix 3

### The inspection team

Tony Sparks	Reporting Inspector
Alwyn Thomas	Team Inspector
Catherine Evans	Team Inspector
Steven William Pringle	Team Inspector
Sarah Botterill	Lay Inspector
Brian Whiteley	Peer Inspector
Carl Jones	School Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils 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.