



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

Report on

**Ysgol Gyfun Cymer Rhondda
Heol Graigwen
Cymmer
Porth
RCT
CF39 9HA**

Date of inspection: March 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:

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

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

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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Context

Ysgol Gyfun Cymer Rhondda is a designated Welsh-medium comprehensive school that is maintained by Rhondda Cynon Taf local authority for pupils aged between 11 and 18 years. There are 761 pupils, including 166 students in the sixth form. The school serves pupils from five designated Welsh-medium primary schools in the Rhondda Valley and there are occasionally applications from pupils from outside the Valley.

Pupils come from areas that are primarily socially deprived and economically disadvantaged. Forty per cent of pupils live in 20 wards in the Rhondda Valley which are among the 50 most underprivileged wards in Wales. Seventeen point four per cent (17.4%) of pupils claim free school meals. This figure is close to the national percentage of 17.7%. Nearly all pupils belong to the white ethnic group. No pupils receive support to learn English as an additional language.

The school admits pupils from the full ability range. Fewer than 1% of pupils have a statement of special educational needs. This is lower than the national percentage. In addition, 24% of pupils are on the additional learning needs register, which is higher than the national percentage.

Ninety-nine per cent of pupils come from English-speaking homes. Welsh is the main language of teaching and learning and nearly all pupils study Welsh as a first language.

The headteacher was appointed in September 2010 following a period of changing leadership, namely three headteachers in two years.

The school budget per pupil for Ysgol Gyfun Cymer Rhondda in 2013-2014 is £4,317. The maximum per pupil in secondary schools in Rhondda Cynon Taf is £5,092 and the minimum is £3,898. Ysgol Gyfun Cymer Rhondda is in tenth position of the 19 secondary schools in Rhondda Cynon Taf in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- pupils make appropriate progress in all key stages;
- the quality of learning, teaching and assessment is very effective in many lessons;
- the school provides a curriculum and extra-curricular activities that gain pupils' interest and promote a sense of a supportive community successfully;
- the school has improved performance in key stage 4 in the level 1 and level 2 indicators and pupils' performance in key stage 3 has improved and placed the school in the top 25% last year in the majority of indicators;
- there are thorough arrangements for transferring pupils from key stage 2 to key stage 3;
- pupils who have additional learning needs receive effective support; and
- attendance percentages have improved during the last year and this placed the school in the top half in comparison with similar schools.

However:

- in key stage 4, pupils' performance over recent years in the indicators that include Welsh or English and mathematics has been significantly lower than expected; and
- in key stages 3 and 4, boys underperform in Welsh and English, and girls underperform in mathematics.

Prospects for improvement

Prospects for improvement are good because:

- the senior leadership team's management promotes pupils' progress as the school's main priority and challenges successfully where there is underachievement by pupils and teachers;
- there is effective use of information technology to collate data, monitor pupils' progress and deliver a programme of effective intervention for individuals and groups of pupils who are underperforming;
- comprehensive self-evaluation feeds into the content of the school development plan effectively;
- an inclusive community ethos promotes effective co-operation between pupils, staff and managers; and
- leaders and managers plan purposefully to meet national and local priorities.

Recommendations

- R1 Raise standards in key stage 4, particularly in the indicators that include Welsh or English and mathematics
- R2 Increase boys' attainment across the school in Welsh and English and girls' attainment in mathematics
- R3 Improve the school's buildings and external areas
- R4 Continue to ensure consistency in the quality of managers' records on all levels by, for example, identifying action points and promoting accountability
- R5 Ensure that the school delivers value for money by ensuring more cost-effective classes in the sixth form

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In key stage 4, there is a trend of improvement over the last four years in the percentage of pupils who achieve in the majority of the main indicators. However, performance in the indicators that include Welsh or English and mathematics is lower than the expected performance. Almost without exception, this has placed the school among the bottom quarter of similar schools over this period.

Since 2010, the school's performance in the indicators that include five A*-C grades at GCSE or equivalent, and five A*-G grades, has improved considerably to be significantly higher than the performance of similar schools in 2013. Between key stage 2 and key stage 4, pupils make appropriate progress in the majority of indicators that include a wide range of qualifications.

In the sixth form, the school's results have improved from being lower than the local authority figures and the all-Wales average in two of the last three years, to being higher in 2013. In 2013, nearly all pupils who were studying the Welsh Baccalaureate Higher Diploma gained the full qualification.

In key stage 3, the performance of pupils who attain the expected level in the core subject indicator and the individual core subjects at the expected level, and the higher levels, has placed the school in the bottom quarter of similar schools in two of the last three years. However, pupils' performance in 2013 has improved considerably and this places the school among the top quarter in nearly all indicators, except for Welsh, which places the school in the lower half.

Over recent years, in both key stages, boys underperform in Welsh and English, and girls underperform in mathematics. The performance of pupils who are entitled to free school meals has improved considerably and compares favourably with expectations.

The majority of pupils make good progress in developing the necessary skills to support their learning. They show obvious motivation and use previous knowledge appropriately to extend their subject understanding. They also use their knowledge in new contexts to solve problems successfully.

Pupils' progress in the very few excellent lessons is considerable. In these lessons, pupils offer answers of a high standard and are able to discuss maturely and at length. In another minority of lessons, pupils' progress is slow and there is inconsistency in their use of correct language when describing the features of the tasks. In these sessions, pupils develop a less certain understanding of the work.

Pupils' standards of listening and speaking in Welsh and English are a strength. Nearly all of them listen to the teacher's instructions attentively and use appropriate topical subject terms when discussing their work with their peers. Pupils' reading skills in both languages develop at a level that is appropriate to their age and ability across the curriculum, although a small minority read less confidently.

A very few pupils have very imaginative creative writing skills. The writing skills of the majority of pupils in Welsh and English are good on the whole and enable them to develop relevant information across the subjects. The majority of pupils have a good understanding of grammatical conventions and apply their understanding to wider contexts well. The majority of pupils write at length and effectively in a wide range of forms, including creative work, recording research work and problem-solving in the majority of subjects.

A characteristic of the written work of a minority of pupils is a lack of variety in terms of the use of phrasing. There are also too many syntax or spelling errors and the use of English words when writing in Welsh. A few pupils, often boys, have obvious grammatical shortcomings and incomplete written work.

A majority of pupils use a range of appropriate number skills, and make accurate use of a range of strategies, including mental methods, written methods and using a calculator. Many develop appropriate knowledge of mathematical terms. The majority of pupils in subjects such as business and geography are able to collect, organise and interpret data effectively and respond well to subject-specific mathematical requirements. Many pupils have robust information technology skills in order to present information successfully through accurate tables and graphs.

The thinking skills of a majority of pupils are good and they co-operate effectively with their peers and show high motivation to achieve their work.

Pupils who have special educational needs, and more able and talented pupils, make appropriate progress according to their ability. Pupils who are on intervention programmes for promoting numeracy and literacy skills make good progress.

Wellbeing: Good

All pupils display positive attitudes towards their learning. Nearly all pupils feel safe at school and most pupils' behaviour is very good. Most pupils understand and respect people from other backgrounds. A large number of them have sound attitudes to promoting and supporting other pupils. Nearly all pupils consider that the school deals well with any instances of bullying.

Most pupils have a complete understanding of how to keep healthy and fit. Most pupils participate in activities that promote fitness and many of them have a thorough awareness of how to eat and drink healthily.

Since 2011, pupils' attendance has shown a trend of improvement although the school has been in the lower 50% in comparison with similar schools in terms of levels of eligibility for free school meals. In 2013, there was considerable improvement in pupils' attendance, which places the school in the upper half in comparison with similar schools. The school's unverified data confirms that the positive progress is continuing in 2014 in comparison with the corresponding period last year. The level of permanent exclusions is very low, and the number of temporary exclusions is also low and falling.

Pupils on the school council have had an obvious influence on the school through projects that promote good teaching, pupils' safety and personal health. Older pupils on the council attend governing body meetings in order to reflect pupils' opinion on the school's attributes effectively. In addition, pupils in the sixth form support pupils in key stage 3 with aspects of personal and social education work effectively.

The school's older pupils have mature interpersonal skills. They work effectively on projects and activities in the local community and beyond, for example by arranging a termly tea dance for the elderly. This enriches their experiences and confirms their sense of social responsibility. Most pupils have the skills to move on to the next stage in their education or work successfully

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide and balanced curriculum that responds to the needs of individual pupils and statutory requirements. It builds well on pupils' previous experiences. In Year 9, options enable pupils to gain a level 2 qualification, for example in information technology, and also to study an additional foreign language. In key stage 4, there is a wide range of general and vocational courses and extra-curricular activities that enrich pupils' experiences.

The school promotes Welsh culture very effectively. All courses in key stage 3 and key stage 4 and almost all courses in the sixth form are taught through the medium of Welsh. Pupils sit nearly every examination through the medium of Welsh. The school plans successfully to raise pupils' understanding of the cultural, economic, environmental, historical and linguistic features of Wales.

The school plans for the development of pupils' literacy and numeracy skills across the subjects effectively and makes good progress towards meeting the requirements of the Literacy and Numeracy Framework. Literacy and numeracy intervention programmes are successful and ensure pupils' access to the whole curriculum.

The school provides a rich programme for personal and social education by using older pupils to present key units successfully, for example by promoting a healthy relationship and personal safety. A careful programme is introduced to raise pupils' awareness of careers and the world of work.

Provision for promoting sustainability and global citizenship is effective.

Teaching: Good

Nearly all teachers have high expectations of pupils. Many plan their lessons skilfully in order to include a variety of activities that promote pupils' skills effectively. Many teachers provide good language models and explain aims to pupils very clearly at the beginning of lessons. They ensure that their lessons develop knowledge and question pupils in sensitive ways in order to extend their understanding. The presentation and organisation, along with an appropriate pace to lessons, ensure that pupils' levels of motivation and activity are high.

In the few lessons in which teaching is excellent, teachers use their wide subject knowledge to plan and present activities that inspire and challenge pupils of all abilities. The teacher's enthusiasm stimulates pupils to respond enthusiastically to tasks. In the few less successful lessons, the teacher is not as effective in explaining the work and organising tasks.

Most teachers mark their pupils' work carefully and regularly. Many correct mistakes and provide useful feedback on pupils' progress by offering comments on the quality of work, targets for subject standards and targets for improving language. Teachers promote pupils' self-assessment and peer assessment appropriately.

The school collects pupils' performance data regularly. Leaders analyse data very carefully and re-present information to teachers in order to arrange intervention for pupils who are underperforming. There are excellent elements to the detail and completeness of data. Information is used very effectively to provide rapid intervention and support to challenge and support pupils who are underperforming.

The school has a very effective system for reporting to parents. The full annual reports are of high quality.

Care, support and guidance: Good

The school promotes pupils' moral, social, cultural and spiritual development effectively. The system for personal and social education is new, responds to statutory requirements and influences pupils' achievement very positively. The school council has played an important part in planning for provision to be very relevant to pupils' needs.

The care and support of the school's teachers and pastoral managers are very effective. They co-operate constructively with a range of external agencies to support individuals with specialist knowledge and guidance. These agencies' external expertise is used by delivering advice and training of good quality to staff and support to pupils. A strong feature at the school is the use of pupils to support other pupils, for example through the 'Take Care' arrangements, namely a successful programme to ensure individuals' safety.

The school provides comprehensive guidance and advice to pupils when they choose courses for key stage 4 and the sixth form. The school extends pupils' awareness of the world of work effectively by arranging speakers from local businesses and work experience opportunities for them.

The school ensures that pupils who have additional learning needs are identified quickly through close links with parents, specialist agencies and primary schools. Provision for promoting the progress and pastoral care of pupils who have additional learning needs is very thorough. The use of pupil profiles is effective and enables staff to plan appropriate provision for them. The majority of pupils who have additional learning needs and who are on an intervention programme make good progress.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Adequate

The school's ethos of a caring community is one of its obvious strengths. It is an inclusive community in which pupils' values and positive attitudes towards work and society are promoted successfully.

The school promotes Welsh culture very positively and all pupils have equal opportunities. Relevant policies are in place to promote positive values and promote equality in terms of race, religion, gender and ability effectively. The school's effective procedures promote very prominent tolerant attitudes among pupils.

There is a range of appropriate learning and teaching resources at the school, including information technology resources. Varied and colourful displays of pupils' work and successes in classrooms and corridors create a pleasant learning atmosphere. There is a high quality sports hall and fitness room.

The majority of the school buildings are maintained well and pupils have acted to enhance the site by planting trees. However, the school's main buildings are old and have unsuitable features in places, including examples of cracks in the walls and persistent damp in a small minority of classrooms. Because of the unevenness of the land, the school's outdoor facilities are limited and the tarmac surface of paths and yards is uneven in places.

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

Leaders have ensured considerable improvement over the last three years, although the inspection team judged that standards are adequate at present. This improvement can be seen most prominently in key stage 3, but good improvement is also seen in about half of the indicators in key stage 4. Leaders have a clear idea of how to ensure further improvement and they have introduced effective strategies in order to achieve this.

Suitable aims, objectives, policies and plans give a clear direction to the school's work and place a strong focus on meeting pupils' needs and seeking high standards. The staffing structure ensures a good balance in terms of responsibilities at every level. Roles and responsibilities are defined clearly and all members of staff have a good understanding of their responsibilities.

Since her appointment in 2010, the headteacher has led the school firmly and has acted successfully to ensure improvement in terms of leadership, accountability, the quality of teaching, and higher expectations of teachers and pupils. Other members of the senior management team provide good support to the headteacher. All senior leaders and most middle leaders undertake their responsibilities thoroughly and effectively. All leaders show a strong commitment to the school's vision and objectives. In addition, the work of the new progress leaders is beginning to have an obvious influence on improving standards. Useful support is provided for new leaders and the few middle leaders who are less effective.

The school's line management system is robust and ensures strong accountability at all levels. Through regular meetings and communication, line managers challenge staff regularly in terms of the standards that pupils attain, and progress in relation to school and departmental priorities. One of the school's strengths is the use of data in order to set challenging targets, track pupils' progress and challenge teachers about their part in the process.

A comprehensive programme of regular meetings is arranged at all levels, and these meetings place appropriate emphasis on standards, learning and teaching. All leaders record discussions, but there is some inconsistency in records, especially in terms of identifying action points clearly enough.

The school has appropriate performance management arrangements and these are implemented consistently. There is a clear link between teachers' targets and school and departmental priorities.

The school pays good attention to national priorities, for example developing pupils' skills, 14-19 learning pathways, transition between key stage 2 and key stage 3 and developing pupils' bilingualism.

Governors have a good understanding of the strengths and areas to be improved at the school and they contribute appropriately to setting the school's strategic direction. Governors have received appropriate training recently, which has improved their understanding of performance data. They provide good support to school's leaders and challenge them on some aspects of their work. This part of their role has been strengthened recently through the meetings that are held between link governors and individual leaders.

Improving quality: Good

Self-evaluation and planning for improvement processes are central to the school's work. The school's self-evaluation report is a thorough document that identifies strengths and areas to be developed. However, it does not provide a concise overview and, in places, it is over-descriptive.

The senior management team provides an appropriate calendar of self-evaluation activities at every level in the school. These include analysing data in detail and scrutinising pupils' work regularly, in addition to listening to pupils' opinions in order to improve standards in learning and teaching. Regular lesson observations are a prominent feature of the system to ensure improvement and are an effective way of judging standards and evaluating the quality of teaching. The quality of teaching has improved as a result of a range of strategies that include setting targets for individual teachers, providing training and sharing good practice. These processes are core to successful planning for improvement in the school and they have had a positive effect on improving standards.

Many of the departmental self-evaluation reports are useful documents. There is good consistency of quality across many of the reports, which arises from the detailed guidance by the school's senior managers to evaluate all departmental work. Many middle leaders make good use of a range of data sources in order to review

the performance of individual pupils in external examinations. In addition, all teachers make a detailed analysis of their pupils' performance in examinations in order to focus on aspects to be improved. As a result, there are very successful intervention strategies for raising standards. This is a strong feature of the school's quality improvement processes.

The school improvement plan includes appropriate priorities for improving standards. There is a direct link between priorities and areas to be developed in the self-evaluation report, with clear actions in order to address all targets. In addition, it includes appropriate costs and time limits, suitable responsibilities and criteria with definite monitoring action to measure the success of actions effectively.

There is also a clear link between the areas for improvement in the departmental self-evaluations and the priorities in the departmental improvement plans. Many of these are useful documents in terms of ensuring improvement in departments.

Regular monitoring of self-evaluation and planning for improvement processes across departments by the senior management team ensure obvious progress in improving quality and raising standards.

Partnership working: Good

The school has established a range of effective partnerships that strengthen the quality of the curriculum and contribute to improving pupils' standards and wellbeing.

Parents receive relevant information regularly and appropriate meetings are arranged to discuss pupils' progress. The school seeks parents' opinions through questionnaires on aspects of the school's life and work, and it responds well to any comments. Parents and teachers co-operate effectively through the parent and teacher association to raise money towards the school's work and charities successfully.

Effective co-operation with other secondary schools enables the school to offer an appropriate range of courses through the medium of Welsh for students in the sixth form. However, post-16 provision is not cost-effective enough. Appropriate arrangements are implemented to monitor the quality of provision and teaching that takes place on other sites.

The school has established a close working relationship with its five feeder primary schools, and staff co-operate purposefully and plan jointly effectively. As a result, pupils settle in quickly when starting in the secondary school and there is appropriate progression in learning across the curriculum. Joint planning for teaching methods and moderating and standardising teachers' assessments and promoting the development of pupils' skills are one of the strengths of this partnership.

The school also has beneficial links with employers, members of the local community, a range of multidisciplinary agencies and a college that arranges training for trainee teachers.

Resource management: Adequate

In general, the school has enough qualified staff. However, teaching is shared by two or more teachers in a very few classes. This system gives the school an increasing challenge to ensure good quality and continuity of provision.

Arrangements for promoting co-operation between teachers in the school and beyond in order to develop professional learning are a positive development. There is obvious progress in standards, partly because of the effect of these partnerships on promoting the quality of teaching and raising teachers' expectations.

The school's resources and budget are managed effectively. The recommendations of the most recent audit have been implemented successfully. The school's deficit has decreased through purposeful planning, which has been agreed with the local authority, and taking appropriate steps to cut back on expenditure. The school monitors the budget in detail in order to plan for the future and governors manage financial resources appropriately. However, they have not yet ensured that post-16 provision is cost-effective, because of small numbers in the majority of subjects.

As standards of achievement are adequate, the school provides adequate value for money.

Appendix 1

Comments on performance data

In key stage 4, pupils' performance has varied over the last three years, with a trend of improvement in the percentage of pupils who achieve in the majority of the main indicators, although there was a decrease in 2012. Since 2009, pupils' performance in the level 2 threshold indicator, which includes Welsh or English, and mathematics, and also performance in the core subject indicators, has placed the school in the bottom quarter or the lower half of similar schools in terms of levels of eligibility for free school meals.

The school's performance in the level 2 threshold indicator has been higher than the average for the family in two of the last three years. In 2013, the school's performance places it among the top 25% of similar schools. The school's performance in the level 1 threshold has been lower than the family average in two of the last three years. However, in 2013, the school's performance places it among the top 25% of similar schools. Since 2011, performance in the average capped wider points score has been lower than the family average. In 2013, the school's performance improved and places the school in the top half of similar schools.

In the individual core subjects, performance in Welsh as a first language at level 2 has been higher than the family average and has placed the school in the top half of similar schools in two of the last three years. Performance at level 2 in English has been higher than the family average in two of the last three years and places the school in the top quarter of similar schools in 2013. Pupils' performance in mathematics at level 2 has been lower than the family average since 2009 and has placed the school in the lower quarter of similar schools. Performance in science at level 2 has varied and has been close to or lower than the family average since 2009, placing the school in the lower half of similar schools in 2012 and 2013.

In 2013, the difference between the performance of pupils who receive free school meals and the remainder in the main indicators has decreased. The performance of these pupils is better than in similar schools in the level 2 indicator, the level 1 indicator and the capped points score. This is because the performance of pupils who receive free school meals has improved considerably in these indicators. However, the difference is less positive in the level 2 indicator including Welsh or English and mathematics and the core subject indicator, in comparison with results in similar schools.

In 2013, pupils' progress from key stage 2 to key stage 4 adds positive additional value in the majority of important indicators.

In key stage 3, since 2011, the performance of pupils who attain level 5 or higher and level 6 or better in the individual core subjects, and also in combination, has varied. Pupils' performance has placed the school in the bottom quarter of similar schools in two of the last three years. However, pupils' performance in almost all of the indicators has improved considerably in 2013 and places the school among the top quarter. However, performance in Welsh in 2013 places the school in the lower half in comparison with similar schools.

The difference between the performance of pupils who receive free school meals and the remainder in the main indicators in key stage 3 is less than the family average in the majority of the important indicators.

The performance of boys and girls in key stage 3 and key stage 4 has varied over the years. During this period in general, boys have underperformed in Welsh and English, and girls have underperformed in mathematics.

In the sixth form, the school's performance in the level 3 threshold in 2013 was higher than the county average and corresponds with the average for Wales. This represents progress on the previous two years, when performance was lower than the average for the county and Wales. In 2013, a high percentage of pupils gained the Welsh Baccalaureate Higher Diploma full qualification, which is the first year that the school introduced the qualification.

Appendix 2

Report on stakeholder satisfaction – responses to learner questionnaires

Secondary Survey (All pupils)

Denotes the benchmark – this is the total of all responses to date 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	215		68 32%	143 67%	3 1%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			43%	53%	3%	1%	
The school deals well with any bullying	215		47 22%	130 60%	35 16%	3 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	58%	14%	2%	
I have someone to talk to if I am worried	215		80 37%	113 53%	16 7%	6 3%	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	215		45 21%	116 54%	49 23%	5 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	57%	17%	3%	
There are plenty of opportunities at school for me to get regular exercise	215		58 27%	103 48%	49 23%	5 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	215		63 29%	141 66%	11 5%	0 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	214		61 29%	130 61%	22 10%	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	215		25 12%	113 53%	67 31%	10 5%	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	214		65 30%	123 57%	21 10%	5 2%	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	215		16 7%	126 59%	57 27%	16 7%	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	215		42 20%	116 54%	41 19%	16 7%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	50%	17%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		215	29 13%	113 53%	63 29%	10 5%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		213	65 31%	135 63%	13 6%	0 0%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		214	57 27%	119 56%	31 14%	7 3%	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		215	82 38%	116 54%	14 7%	3 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		213	65 31%	136 64%	11 5%	1 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		102	33 32%	56 55%	7 7%	6 6%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	52%	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		70	18 26%	32 46%	10 14%	10 14%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	6%	

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date 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.	319	122 38%	180 56%	13 4%	3 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	321	139 43%	160 50%	15 5%	3 1%	4	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	319	180 56%	131 41%	7 2%	0 0%	1	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.	319	137 43%	156 49%	12 4%	5 2%	9	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	314	67 21%	181 58%	19 6%	13 4%	34	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	55%	11%	3%		
Teaching is good.	318	95 30%	192 60%	15 5%	2 1%	14	Mae'r addysgu yn dda.
		34%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	320	160 50%	148 46%	7 2%	0 0%	5	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	318	84 26%	184 58%	31 10%	8 3%	11	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	321	97 30%	149 46%	28 9%	18 6%	29	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.	317	88 28%	169 53%	29 9%	4 1%	27	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	321	135 42%	163 51%	9 3%	2 1%	12	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'.	308	117 38%	130 42%	29 9%	3 1%	29	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		
I am kept well informed about my child's progress.	315	89 28%	166 53%	44 14%	11 3%	5	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		34%	50%	11%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	315	125 40%	158 50%	23 7%	4 1%	5	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	6%	2%		
I understand the school's procedure for dealing with complaints.	319	89 28%	155 49%	35 11%	7 2%	33	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	51%	10%	2%		
The school helps my child to become more mature and take on responsibility.	315	119 38%	155 49%	21 7%	7 2%	13	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	303	79 26%	119 39%	37 12%	9 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.	320	83 26%	149 47%	51 16%	20 6%	17	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	317	114 36%	166 52%	19 6%	6 2%	12	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Gareth Wyn Jones	Reporting Inspector
Simon Davies	Team Inspector
Gareth Wyn Roberts	Team Inspector
David Ivor Hughes	Team Inspector
Kevin Adams	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Rhodri Thomas	Peer Inspector
Elise Jones	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

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