



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

**Pontypridd High School
Albion Site
Cilfynydd
Pontypridd
RCT
CF37 4SF**

Date of inspection: January 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

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Context

Pontypridd High School is a mixed 11 to 18 community school maintained by Rhondda Cynon Taf local authority. It has 1,041 pupils on roll including 162 in the sixth form. At the time of the last inspection in November 2008, there were 936 pupils in total including 140 in the sixth form.

The school serves an area in and to the north of Pontypridd. Around 20% of the pupils are eligible for free school meals, which is above the Wales average. Just under a third of pupils live in the 20% most deprived areas of Wales. Nearly all pupils are from English speaking homes and no pupils speak Welsh as their first language.

The percentage of pupils with special educational needs is 23%, which is higher than the national average of 20.1%. There are no pupils with a statement of special educational needs, which is well below the national average of 2.4%. Just under 3% of the pupils receive support for English as an additional language.

At post-16, the school is part of the Pontypridd Learning Partnership with a neighbouring secondary school.

The headteacher took up his post in January 2007. The senior leadership team consists of the headteacher, two deputy headteachers, six 'Emerging Leaders' and the finance and support services manager. One of the deputy headteachers and all the emerging leaders have been appointed recently.

The individual school budget per pupil for Pontypridd High School in 2014-2015 means that the budget is £4,263 per pupil. The maximum per pupil in the secondary schools in Rhondda Cynon Taf is £5,134 and the minimum is £1,934. Pontypridd High School is 10th out of the 18 secondary schools in Rhondda Cynon Taf in terms of its 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:

- There has been a steady improvement in the indicators that include English and mathematics over the last three years to a level that is better than that for similar schools
- There has also been a sharp improvement in 2014 in most of the indicators that include a wider range of qualifications and in the performance of pupils eligible for free school meals
- Rates of attendance are improving and recently the number of fixed-term exclusions has reduced
- Many pupils achieve good standards in lessons and progress well in developing their skills in literacy and numeracy
- Most pupils behave well and have positive attitudes to work

However:

- Performance in indicators that include a wider range of qualifications, in science at key stage 4 and in the level 3 threshold, is still below that of similar schools
- Although the gap between the performance of boys and girls is closing, it is still too large
- The attendance rate is just below that for similar schools and persistent absence is too high
- The rate of fixed-term exclusions is high

Prospects for improvement

The school's prospects for improvement are good because:

- Leadership has led to steady improvements in the indicators that include English and mathematics at key stage 4, literacy, numeracy, the quality of teaching, attendance and, more recently, in other indicators at key stage 4 and in exclusions
- There is strong leadership by the headteacher and an effective senior leadership team
- The school has high and clear expectations of all staff, resulting in consistency in the work of middle leaders
- Line management arrangements are strong and provide clear lines of accountability
- Monitoring and evaluation are systematic, coherent and robust, and result in accurate judgements about the school's quality and performance

- The regular and programmed evaluation of first-hand evidence leads to rigorous follow-up through the school's line management system
- Improvement planning fully addresses the main issues facing the school and the areas for improvement identified through self-evaluation processes

Recommendations

R1 Improve standards in key stage 4 and particularly the performance of boys

R2 Reduce the rate of fixed-term exclusions

R3 Increase attendance rates and reduce the percentage of persistent absences

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

The school's performance at key stage 4 in those indicators that include English and mathematics has improved over the last three years and is now above the average for similar schools. In 2014, there was a sharp improvement in most of those indicators that include a wider range of qualifications, but performance is still below of the average for similar schools. Performance in the level 1 threshold has fluctuated over the last three years. Although performance in English rose between 2012 and 2013, it remained static in 2014 and is around the average level of performance for similar schools. Performance in mathematics has improved steadily over the last four years and is now better than the average for similar schools. Although performance in science has improved over the last four years, it was well below of the average for similar schools in 2014. Pupils' progress from the previous key stages is better than expected for those indicators that include English and mathematics, but is below expectations for those that include a wider range of qualifications. Many pupils stay on in full-time education and training after 16 and very few are not engaged in education, employment or training.

At A level, performance is generally below the family and national averages. Even so, pupils make good progress from prior attainment in many subjects.

At key stage 3, performance has improved steadily over the last four years and is comparable to that for similar schools. Performance in level 6 and above has also risen steadily and compares well to performance levels in similar schools. Pupils' progress from the previous key stage in mathematics is above expectations, but that for English and science is below.

Although the gap between the performance of boys and girls is closing in the main indicators, it is larger than that for other schools. Girls do better than boys in many indicators in key stage 4 and in all indicators in key stage 3.

In key stage 3, pupils eligible to free school meals performed much better in 2014 compared with the previous three years. These pupils now perform better than the family average, but still below the national average. At key stage 4, after a weak performance in the two previous years, performance of pupils eligible to free school meals rose sharply in 2014 in most indicators and especially in mathematics. Pupils with special educational needs perform as expected.

Most pupils recall previous work accurately and have acquired a suitable subject vocabulary. Many make assured progress in gaining new knowledge, understanding and skills. Many pupils have a firm understanding of the key concepts of the topics they are studying, and apply this effectively to new and unfamiliar situations. They explain ideas, processes and opinions clearly, and draw conclusions based on evidence and discussion. A few pupils are particularly effective in this respect and make especially good progress. These pupils show a sophisticated and deep

understanding of their work. However, a few pupils do not make as much progress as they should. A very few pupils' knowledge lacks depth and detail, and they have an insecure understanding of key concepts.

Most pupils listen with concentration and act on what they hear from peers and teachers. Many speak clearly and fluently, using appropriate tone and language. When required, they speak at length confidently. Pupils progress well in developing their reading skills. Many key stage 3 pupils and most of key stage 4 pupils extract key information appropriately from a broad range of sources. They confidently use a variety of retrieval strategies. Many pupils, especially in key stage 4, write well. They write in an appropriate range of styles and for a wide number of audiences and purposes. In their writing, they demonstrate generally good standards of accuracy. A few pupils, especially in key stage 3, make occasional errors in spelling, punctuation and grammar. Many pupils write independently, often producing suitable extended pieces, but a few pupils, again mainly in key stage 3, do not develop their skills at writing fluently and confidently well enough.

Pupils make good progress in developing their numeracy skills. Most have a secure mathematical knowledge and understanding that they apply effectively in a range of subjects. Many measure accurately, and present and analyse data in suitable charts and graphs. A majority of key stage 3 pupils and many key stage 4 pupils recall number facts quickly and accurately, and use efficient mental and written methods. A majority of pupils use numerical reasoning well to complete tasks in a range of contexts. A few key stage 3 pupils lack confidence in using appropriate mathematical techniques to solve everyday problems in different contexts.

Pupils in key stage 3 with weak literacy and numeracy skills make good progress as a result of well-targeted and effective provision. By the end of the key stage, most of these have competent levels of skills.

In Welsh second language at key stage 3, pupils' performance has risen over the last three years. However, performance has been below of the average for similar schools. At key stage 4, all of the few pupils who took the full-course GCSE in Welsh second language achieved the level 2 qualification. Around two-thirds of pupils entered the Welsh second language short course and just over half of them achieved a level 2 qualification. Pupils make better than expected progress from prior attainment in the full course and make expected progress in the short course. In Welsh lessons, pupils make good progress in developing their competence in Welsh second language. Around the school and in lessons other than Welsh, pupils rarely use Welsh.

Wellbeing: Adequate

Most pupils feel that they are safe in school and many feel that the school deals well with bullying. Most get regular opportunities for exercise and many understand what it is to be healthy.

Most pupils behave well in lessons and around the school, and have positive attitudes to work and school. The number of permanent exclusions is very low, but the number of fixed-term exclusions is high. The latest school data for fixed-term exclusions shows that there are sharp reductions in the number of incidents and the number of pupils involved.

Over the last three years, attendance has improved and it is now just below the rate for similar schools. The proportion of pupils who have persistent absence is reducing, but the percentage of persistent absences has not decreased. Attendance for the autumn term this year compared with the autumn term last year shows continued improvement in attendance rates and an improvement in persistent absences.

Pupils participate appropriately in opportunities to influence the development of provision, particularly through the school parliament. For example, this has contributed to improvements in the traffic management of the site, the format of pupil planners and behaviour policies. A majority of pupils say that the school listens to their views and makes the changes they suggest. Pupils have an appropriate say in what and how they learn.

Most pupils participate in a wide variety of activities and they have well-developed social and life skills. Most show respect, care and concern, take on responsibility for their actions and work, and have the skills to move on to next stage of learning.

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

The school offers a broad and balanced curriculum that meets the needs of all pupils. There is a suitable range of options at key stage 4, involving a number of vocational choices, including effective provision in construction and catering. Provision and support for pupils who are at risk of disengagement are extensive and well organised, and include working with a wide range of partners. At post-16, a broad range of options is offered in collaboration with the Pontypridd Learning Partnership.

There are clear policies and arrangements for literacy and numeracy skills, including suitable procedures to co-ordinate and develop these skills. Work to promote the development of literacy and numeracy skills across the curriculum is well established. Good progress has been made in implementing the Literacy and Numeracy Framework. There is well-organised and effective provision for supporting pupils with weak skills. Across the school, there is a range of intervention and inclusion strategies to sustain the progress of these pupils.

There is appropriate provision for Welsh second language. The Welsh dimension features appropriately across the curriculum, and in the ethos and activities of the school. However, there is little development of Welsh as a second language outside Welsh lessons.

The school promotes sustainability well in the management of its resources and through pupils' learning experiences. There is also successful provision to promote the development of global citizenship. Pupils participate in a range of innovative local and international partnerships, including the 'Rhys-Cycle' project that recycles old bicycles, a project that re-uses school uniforms and the Pont initiative for a community in Uganda.

Teaching: Good

Teaching has contributed effectively to pupils achieving good progress in lessons and in developing their literacy and numeracy skills. In addition, teaching has contributed to the improvement in outcomes for the key stage 4 indicators that include English and mathematics over the last three years and, more recently, in many other indicators as well.

Most teachers manage behaviour well and have established productive working relationships with pupils. They plan lessons carefully and systematically with specific objectives that are communicated clearly to pupils. In particular, lessons include suitable opportunities for pupils to practise and reinforce their literacy and numeracy skills.

Many teachers have high expectations of what pupils can achieve. Their lessons proceed at an appropriate pace following a logical and structured sequence. They provide interesting, stimulating and challenging activities and tasks. There is effective use of a wide range of resources, including, in a few lessons, the imaginative use of information and communication technology. Many teachers provide clear and well-judged presentations and explanations, and questions are used skilfully to consolidate work and promote thinking. In many lessons, work is well-matched to pupils' abilities and needs. A few lessons are particularly effective and feature a sharp focus on demanding content that leads to a high level of achievement by pupils. In these lessons, questioning is especially challenging and rigorous.

In a few lessons, pupils do not make as much progress as they should because expectations are not high enough. Questions are often restricted in range and there is insufficient consolidation of key learning points. In a very few lessons, teachers are not always effective in ensuring that all pupils work as hard as they should throughout the lesson.

There are clear expectations for marking and assessment that are applied consistently by most teachers. Pupils are given appropriate oral and written feedback on the standard of their work and what they need to do to improve. There are a few inconsistencies in the quality of marking and in pupils' responses to teachers' comments. Peer and self-assessment are well developed in many subjects.

There is a well-organised, comprehensive and effective system for tracking pupils' progress and setting pupil targets. The system is used effectively to guide a range of interventions that support progress.

Parents receive detailed termly reports, including a fitness report in key stage 3, and learning targets are reviewed each term. Many parents feel that they are well informed about their child's achievement and progress.

Care, support and guidance: Good

The comprehensive and well-planned provision for developing and supporting pupils' health and wellbeing has a beneficial impact on inclusion and behaviour. There are high levels of care and support for all pupils, particularly for the most vulnerable. Some aspects of the provision have been recently established and include the extensive programme of work placements in key stage 4. This provision is wide-ranging and well organised, and is starting to have a marked impact on improving behaviour, especially fixed-term exclusions, and the attendance of the pupils involved. The school has a robust approach and a suitable range of strategies to improve attendance, and this has contributed to the improvement in attendance rates.

The school has appropriate arrangements to promote healthy eating and drinking. Pupils are encouraged successfully to eat healthily and take up exercise. Key stage 3 pupils receive useful fitness reports detailing their level of fitness, and the report contains a comparison with the previous year's results. The school promotes spiritual, moral, social and cultural development appropriately.

Most pupils receive suitable careers advice and many receive good guidance for choosing their courses in key stage 4 and at post-16. Multi-agency working and access to specialist services are well co-ordinated and effective.

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

The school has appropriate procedures to identify pupils who have additional learning needs, starting as part of the transition arrangements from primary schools. These pupils' needs are defined clearly, and a suitable range of provision and support is set up to meet these needs. There are useful individual education plans that outline the pupil's targets, activities, resources and success criteria. However, a few targets are not precise enough.

Learning environment: Good

The school has a positive and inclusive ethos that is understood well by pupils, parents and staff. The school is an orderly, supportive and caring community that effectively meets the needs of a wide range of pupils, including the most vulnerable. The school motto of 'Learning and Achieving Together' is promoted well. All pupils have equal access to all areas of the school's provision, and equality and diversity are promoted appropriately. Equality policies and action plans meet statutory requirements and staff receive annual update training on these issues.

The school buildings and grounds are of good quality, are well maintained and provide a safe and positive learning environment. There is suitable disability access throughout the school. Displays in classrooms and around the school are attractive, support learning and celebrate pupils' achievement effectively. There are extensive facilities for physical education and sports, and the school grounds are secure. Information and communication technology learning resources are appropriate. Pupils have enough books and equipment to do their work.

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

Leadership: Good

The school benefits from the strong leadership of the headteacher who is supported by an effective senior leadership team. There is a clear vision for the school that places standards, teaching and learning, and a curriculum that engages all learners at the centre of its work. Although standards are judged as adequate, leadership has had a positive impact on the recent upward trends in performance and on the improvements to the quality of teaching and the standards achieved by pupils in lessons, particularly in the development of their literacy and numeracy skills.

The school has high expectations of all staff. Leaders at all levels have a secure understanding of the school's core aims, values and expectations, and there is a strong sense of accountability underpinning them. There are clear strategies for ensuring that all leaders take responsibility for their areas of performance. Expectations are specific and defined clearly, and there are well-organised and fully-documented arrangements for meetings and discussions. These ensure consistency in the work of middle leaders. As a result, most middle leaders are effective and manage improvement strategies well.

Leaders and managers are provided with well-considered and comprehensive performance data, including that relating to groups of vulnerable learners. They make effective use of this data to monitor their own and others' performance, and to plan strategically for improvement. Challenging but realistic targets for school improvement are set as a result of the data analysis, and progress against the targets is measured carefully.

An innovative leadership structure, including 'emerging leader' posts, ensures that leadership is shared amongst staff and that all staff have a sense of common purpose. The responsibilities of senior leaders are well balanced and cover the main strategic areas of the school's work. These responsibilities interrelate well, contributing to a coherent leadership team. As a result, there have been recent improvements in outcomes at key stage 4, in the standards and quality of provision for literacy and numeracy, and in the quality of teaching. Recent developments have also had a positive impact on wellbeing.

Line management arrangements are strong and provide clear lines of accountability. Within this effective structure, underperformance is identified quickly and dealt with robustly. Performance management arrangements are very thorough and provide useful opportunities for staff development and the promotion of key priorities.

Governors have a clear understanding of the strengths of the school and of the areas that require improvement. They provide good support to the school and are developing their ability to offer appropriate challenge well. There are suitable structures within which governors can challenge school performance, for example through their standards committee. Key governors contribute significantly to the processes that drive school improvement, such as performance management.

Improving quality: Good

There is a systematic, coherent and robust process for monitoring and evaluating the school's work that includes the effective use of external specialists to help verify judgements. Senior and middle leaders use a wide range of evidence to make accurate judgements about the school's performance. A strong feature of the self-evaluation process is the prominent place of first-hand evidence. The regular and programmed lesson observations and book scrutinies are evaluative and lead to rigorous follow-up through the school's line management system. Judgements are moderated through a series of activities such as joint observations of lessons. Staff at all levels are regularly involved in evaluating the performance of the areas in which they work.

The school's high-quality self-evaluation report is comprehensive, focused, succinct and evaluative. It includes an extensive and thorough analysis of a wide range of performance data, lesson observations, written documentation and pupils' work. It also takes due account of the views of pupils and parents. There are detailed evaluative sections on standards in lessons, skills, teaching, the performance of individual departments and different groups of pupils, and the quality of departmental leadership. Judgements are made on all aspects and this provides a clear and realistic view of the school and its performance. There are clear indications of areas that still need improvement. Departmental self-evaluation reports follow the same format as the whole-school report and are consistently comprehensive and evaluative.

There is a strong link between the self-evaluation processes and improvement planning, both at whole-school and departmental levels. The school improvement plan is detailed and comprehensive. It addresses the main issues facing the school and the areas for improvement identified through self-evaluation processes. The priorities are appropriate and provide a firm direction to the work of the school. Actions, responsibilities and costs are clear and sufficiently specific. Where suitable, there is good use of quantitative outcomes to guide the monitoring and evaluation of the plan. Departmental development plans follow the same pattern and are generally of a consistent quality that provides a secure basis for further improvement.

Over the last two years, with the strengthening of the senior leadership team and the introduction of a new self-evaluation and planning framework, the school has begun to secure important improvements. There has been a significant change in the quality of teaching in many departments and particularly notable developments in pupils' literacy skills and numeracy skills. There is also a positive trend of improvement in most key performance indicators. Attendance is now showing a steady trend of improvement over the last three years and fixed-term exclusions have fallen sharply in recent months as a result of recently-developed provision.

There has been good progress in addressing the recommendations from the last inspection.

Partnership working: Good

The school has worked effectively with its partners to provide a wide range of subject options, especially in the sixth form. The schools involved monitor and evaluate the effectiveness of this provision appropriately. Well-developed links with the local construction industry have helped to achieve successful outcomes and broaden vocational options at both the trade and building management levels, not only for this school, but also for other partners.

The school has developed suitable relationships with parents and keeps them well informed.

Partnerships with primary schools are well established and contribute to effective transition and progression. Curriculum links in English, mathematics and Welsh have a beneficial effect on teaching practices in Year 7 and on the provision for disadvantaged pupils.

The school works well with a wide range of organisations, community groups and local employers and this makes a positive contribution to the wellbeing of pupils. Successful working relationships with these groups enable the school to provide appropriate experiences for pupils who are at risk of disengagement.

The school plays a full part in training prospective teachers, and there are useful links with initial teacher education and training institutions and organisations.

Resource management: Adequate

The school makes effective use of its staff. Nearly all teachers are deployed exclusively in their specialist subject areas and they are supported well by effective continuous professional development. They benefit from clear evidence about their performance, through robust lesson observations, and use this evidence to take responsibility for their own development and that of others. Non-teaching staff are deployed well and support pupils effectively. Staff are involved productively a wide range of groups that focus on key development priorities for the school, such as teaching and learning, literacy and numeracy.

Resources are managed well. Funds are allocated appropriately to meet strategic priorities, and their use is evaluated regularly for efficiency and cost-effectiveness. Spending is planned and monitored well. Post-16 provision is cost-effective. The school has appropriate plans to reduce the current budget deficit over the medium term. Grant funding, including the use of the Pupil Deprivation Grant, is well planned. This enables successful strategies to be developed, ensuring that learners at risk of underachievement are supported appropriately.

In view of the adequate 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 last four years. Performance in 2014 is just above the family average, having been below it in previous years. When compared with similar schools based on levels of eligibility for free school meals, the school is in the upper 50%, but just below modelled expectations in 2014. English performance at level 5 and above has improved over the last four years, but it has been below or just below the family average. In 2014, English places the school in the lower 50% of similar schools based on levels of eligibility for free school meals. Performance in English at level 6 or above has risen steadily over the last three years and is now above the family average having been below in previous years. Performance in mathematics at level 5 and above has also risen steadily and is now above the family average. When compared with similar schools based on levels of eligibility for free school meals, performance in mathematics places the school in the top 25% in 2014. Performance in mathematics at level 6 or above has risen progressively since 2011 and is now well above the family average. Performance in science at level 5 and above has also improved steadily over the last four years and is now just above the family average. For free-school-meal benchmarks, science has placed the school in the upper 50% of similar schools for the last two years. Performance at level 6 and above in science has risen and has been just above the family average for the last two years. Pupils' progress from the previous key stage in mathematics is above expectations, but that for English and science is below.

Performance in the level 2 threshold including English and mathematics has improved over the last three years and is now just above the family average. In 2014, it places the school in the top 25% of similar schools based on free-school-meal benchmarks and is just above modelled expectations having previously been below. The core subject indicator follows a similar pattern to the level 2 threshold including English and mathematics. Performance in the level 2 threshold has risen sharply in 2014 after slow progress in previous years and is now at the family average. However, performance in 2014 still places the school in the lower 50% of similar schools based on free-school-meal benchmarks, the school having been in the bottom 25% for the previous three years. In the same way, performance in the capped points score has increased sharply in 2014, but is still just below modelled expectations and the family average, and places the school in the lower 50% of similar schools based on free-school-meal benchmarks. Performance in the level 1 threshold has improved little over the last three years. In 2014, it is below the family average and places the school in the bottom 25% of similar schools based on free-school-meal benchmarks. Performance in English rose between 2012 and 2013, but remains at the same level in 2014 and is below the family average. For free-school-meal benchmarks, English has placed the school in the upper 50% of similar schools for the last two years. Performance in mathematics has improved steadily over the last four years and is now above the family average, placing the school in the top 25% of similar schools based on free-school-meal benchmarks. Although performance in science improved in three of the last four years, performance in 2014 is well below the family average and places the school in the

bottom 25% of similar schools based on free-school-meal benchmarks. It was in the lower 50% for 2012 and 2013 as well. Pupils' progress from the previous key stages in 2014 is better than expected for level 2 threshold including English and mathematics and the core subject indicator, but below expectations for the level 2 threshold, the capped points score and especially the level 1 threshold.

At A level, performance in the level 3 threshold has declined over the last four years and has been well below the family and Wales averages for the last three years. Performance in the average wider points score has been inconsistent over the last four years, but has been generally above the national average.

At key stage 3 in 2014, boys have performed worse than girls and the gap is greater than the family and Wales averages. At key stage 4, the pattern is similar with boys performing worse than girls, although the gap is closing in the main indicators. The gap between the performance of boys and girls is much greater than the family and national averages for the level 2 threshold including English and mathematics, the core subject indicator, English and mathematics. It is similar to these averages for the level 1 threshold and better than them for the capped points score. At A level, girls perform better than boys in the level 3 threshold and the average wider points score.

In key stage 3, pupils eligible to free school meals have performed much better in 2014 compared with the previous three years. These pupils now perform better than the family average, but still below the national average. After a weak performance in the two previous years, performance of pupils eligible to free school meals has risen sharply in the level 2 threshold including English and mathematics, the level 2 threshold, the core subject indicator and especially mathematics, and performance is better than the family average. Although there has been an improvement in the capped points score and in English, performance is still below the family and national averages. Performance has fallen in the level 1 threshold and is worse than the family and national averages.

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	275	104 38%	160 58%	11 4%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	4%	1%	
The school deals well with any bullying	272	60 22%	148 54%	59 22%	5 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	58%	14%	3%	
I have someone to talk to if I am worried	270	94 35%	149 55%	24 9%	3 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	272	37 14%	156 57%	68 25%	11 4%	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	274	96 35%	147 54%	26 9%	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	274	92 34%	169 62%	11 4%	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	274	98 36%	163 59%	13 5%	0 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	273	36 13%	146 53%	75 27%	16 6%	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	274	116 42%	133 49%	23 8%	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	274	12 4%	145 53%	101 37%	16 6%	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	274	91 33%	153 56%	26 9%	4 1%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	51%	17%	4%	
The school listens to our views and makes changes we suggest	270	30 11%	149 55%	77 29%	14 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	272	78 29%	178 65%	16 6%	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	272	79 29%	166 61%	24 9%	3 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		35%	55%	9%	1%	
The staff respect me and my background	271	97 36%	159 59%	15 6%	0 0%	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	273	95 35%	156 57%	22 8%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	100	20 20%	55 55%	23 23%	2 2%	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%	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	62	14 23%	38 61%	6 10%	4 6%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		27%	51%	16%	6%	

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.	106	32 30%	65 61%	7 7%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	107	33 31%	69 64%	4 4%	0 0%	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.	106	45 42%	57 54%	1 1%	0 0%	3	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	106	36 34%	62 58%	6 6%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	106	14 13%	63 59%	16 15%	3 3%	10	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	105	27 26%	68 65%	2 2%	0 0%	8	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	107	41 38%	64 60%	1 1%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	107	20 19%	72 67%	10 9%	1 1%	4	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.	107	24 22%	61 57%	8 7%	1 1%	13	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.	107	27 25%	70 65%	3 3%	0 0%	7	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.	105	35 33%	62 59%	4 4%	0 0%	4	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	103	27 26%	58 56%	8 8%	0 0%	10	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	107	34 32%	56 52%	14 13%	2 2%	1	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.	107	36 34%	64 60%	7 7%	0 0%	0	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.	107	25 23%	55 51%	15 14%	0 0%	12	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.	106	22 21%	73 69%	7 7%	0 0%	4	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.	105	16 15%	51 49%	17 16%	2 2%	19	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.	105	25 24%	74 70%	3 3%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	106	25 24%	67 63%	7 7%	0 0%	7	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Mr Nigel John Vaughan	Reporting Inspector
Mr David Ivor Hughes	Team Inspector
Mr Farrukh Khan	Team Inspector
Mr Hugh Davies	Team Inspector
Mr Peter Trevor Lewis	Lay Inspector
Mr Antony Price	Peer Inspector
Mr Ken Phillips (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)

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.