



*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**

**Brynmawr Foundation School  
Rhydwr  
Intermediate Road  
Brymawr  
Blaenau Gwent  
NP23 4XT**

**Date of inspection: December 2013**

**by**

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

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

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

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

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

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

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

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

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

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## Context

Brynmawr Foundation School is an 11-16 mixed comprehensive school in Blaenau Gwent local authority. The school became grant maintained in 1992 and assumed foundation status in 1999. The sixth form was removed at the end of 2012-2013. There are 751 pupils on roll, compared with 943 pupils at the time of the last inspection in October 2007.

The school serves Brynmawr and the surrounding area. About 24% of pupils are entitled to free school meals, which is above the Wales average of 17.7% for secondary schools. Around 46% of pupils live in the 20% most deprived areas in Wales. A very few pupils come from a minority ethnic backgrounds and English is spoken as the first language in nearly all pupils' homes.

Just over 24% of pupils are on the school's special educational needs register. Around 1% of pupils have a statement of special educational needs compared with 2.5% for Wales as a whole.

The headteacher took up his post in September 2008. The senior leadership team consists of the headteacher, one acting deputy headteacher and two senior teachers.

The individual school budget per pupil for Brynmawr Foundation School in 2013-2014 means that the budget is £4,253 per pupil. The maximum per pupil in the secondary schools in Blaenau Gwent is £4,739 and the minimum is £4,253. Brynmawr Foundation School is third out of the three secondary schools in Blaenau Gwent in terms of 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 good features of the work of the school include:

- performance at key stage 4 in indicators that include English and mathematics;
- the good progress made by pupils in a majority of lessons in their subject knowledge and skills;
- the fact that most pupils feel safe in the school;
- a key stage 4 curriculum that offers pupils a suitable range of academic and vocational options;
- a well-planned personal and social education programme; and
- the effective provision for pupils with additional learning needs.

However, the current performance is judged as adequate because:

- performance in the indicators that include a wide range of qualifications in key stage 4 is below the average for similar schools;
- standards in English are below expectations;
- the significant gap between the performance of boys and girls is greater than that the similar schools average; and
- the rate for fixed-term exclusions is high.

### Prospects for improvement

The prospects for improvement are adequate because:

- leadership roles and responsibilities have been redefined appropriately and the management structure is clear;
- senior leadership team meetings focus well on key areas for improvement;
- leaders and managers make good use of data on pupil performance;
- governors are well informed about the school and provide good support; and
- the school has drawn on views of external consultants and the local authority well to help it evaluate its present situation.

However:

- there is no clear vision or coherent strategy to secure future improvements;
- the findings from lesson observations are not used well enough in planning for improvement;
- faculty meetings do not consider important matters, such as teaching and standards; and
- the quality of faculty plans are too inconsistent and they are not always supported by clear targets, action and timescales.

## Recommendations

- R1 Improve standards in English
- R2 Improve attendance and reduce the rate of fixed-term exclusions
- R3 Improve the quality of teaching and assessment, and reduce the variation across the school
- R4 Establish a clear vision and coherent strategy to secure future improvements
- R5 Improve the quality of faculty development plans and the use of findings from lesson observations in planning for improvement
- R6 Strengthen the partnership with parents
- R7 Provide religious education in key stage 4 and a daily act of collective worship

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

At key stage 4, performance in the indicators that include English and mathematics has improved slightly over the over the last three years and now compares well to that of similar schools. Although performance in those indicators that include a wide range of qualifications has generally improved, performance is below the average for similar schools. In English, performance has declined over the last three years and is now below the similar schools average. However, performance in mathematics has improved sharply over the last three years and is now better than the average for similar schools. Pupils' progress from the previous key stages in 2013 is much as expected for nearly all indicators.

The number of pupils leaving the school without a qualification or remaining in education without a qualification is very low.

At key stage 3, performance in English is below the average for similar schools, while performance in mathematics is above the similar schools average. Students perform well in A level examinations.

At key stage 3 the gap between the performance of boys and girls in English and science is greater than the family and national averages. At key stage 4 the gap between the performance of girls and boys in indicators that include English and mathematics is greater than the similar schools average. In key stage 3 and key stage 4, the difference in performance of pupils entitled to free school meals and those not entitled to free school meals generally compares well with the family and national averages. Pupils with special educational needs progress well.

In lessons, a majority of pupils make good progress in gaining new subject knowledge, understanding and skills. In a few lessons, more able and talented pupils do not make as much progress as they should as a result of undemanding teaching. Many pupils work effectively as individuals and in groups.

Many pupils have well-developed listening skills. Many give accurate and extended responses to teachers' questions, using appropriate technical terms. However, a minority of pupils are reluctant to provide oral responses or contribute to whole-class discussions. Many pupils read accurately and confidently, and are able to extract relevant information from a range of sources to develop their understanding. Many pupils write well for a variety of suitable purposes, using mostly correct spelling and punctuation. However, the written work of pupils of average and lower ability levels varies too much. A minority do not develop and organise their ideas effectively in extended writing tasks, and their work contains errors in spelling, punctuation and grammar.

A majority of pupils develop sound numeracy skills. These pupils apply their skills well in a range of subjects across the curriculum.

Although performance in Welsh second language at key stage 3 improved significantly in 2013, it is still below the average for similar schools. At key stage 4, only about half of pupils follow a level 2 qualification in Welsh second language. Those who do take a qualification achieve as expected.

### **Wellbeing: Adequate**

Most pupils feel safe in school and many feel that the school deals well with bullying. Most pupils understand how they can keep themselves healthy and many pupils engage in a wide range of physical activities. Nearly one third of all pupils take part in Dragon Sports activities.

In many lessons pupils work well with each other, and the majority concentrate well and work hard. Most pupils behave well around the school, and are considerate and courteous to others. However, in a few lessons there is low-level disruption. There are no permanent exclusions, but the number of fixed-term exclusions is high. Although attendance rates have improved over the last three years, they are still below the average for similar schools and below expectations.

The school council contributes appropriately to a variety of issues, ranging from co-ordinating school charity events to participating in mentoring programmes with pupils in local primary schools. However, pupils have a more limited say in what and how they learn. Many pupils develop their social and life skills well, particularly through their involvement in local and national charities.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

The revised key stage 3 curriculum provides a broad range of experiences that meet the needs of pupils. At key stage 4 the curriculum allows pupils to study a wide range of academic and vocational options. The school has introduced suitable additional provision for pupils to gain qualifications in skills. Year 11 pupils have not had any religious education lessons for the past four terms. However, there are tentative plans to meet statutory requirements during the Easter term by an intense week long course.. There is an appropriate range of extra-curricular activities.

The school provides effective support for around half the pupils to address their low levels of literacy and numeracy on entry to the school and throughout key stage 3. The literacy and numeracy co-ordinators play a valuable role in helping teachers plan to develop literacy and numeracy across the curriculum. The school is making sound progress in planning for and implementing the National Literacy and Numeracy Framework.

Provision for education for sustainable development and global citizenship is good. The school's 'Learner Forum', a group of interested key stage 3 and key stage 4 pupils, works particularly effectively in raising pupils' awareness of how to live responsibly along with their understanding of other cultures.

Welsh language provision is developing well. However, too few pupils enter a qualification at the end of key stage 4. Many subjects incorporate suitable opportunities for pupils to gain an understanding of the culture and life of Wales.

### **Teaching: Adequate**

Most teachers have good working relationships with the pupils. They explain ideas well and ask probing questions that stimulate extended answers from their pupils. They also provide useful support to individuals and small groups. Often, teachers explain the characteristics of good quality work and how pupils can improve their success in examinations and other assessments.

In a majority of lessons, teachers clearly explain the objectives of the lesson at the start and review appropriately the progress that pupils have made at the end of the lesson. A majority of teachers use a range of approaches that allow pupils of all abilities to make progress. In addition in these lessons, teachers use a wide variety of resources, including classroom displays and specialist equipment, to ensure that all pupils are on task.

However, in a minority of lessons there is a lack of challenge and a failure to cater for the different abilities within the class. A few teachers do not explain tasks clearly enough and a minority of teachers do not ask questions that challenge pupils to think. In these lessons, pupils in need of support do not make enough progress in developing their subject-specific skills. A few teachers allow pupils too much time to complete a simple task, and others do not allow enough time for pupils to develop their understanding to any depth. In some subjects the over-use of worksheets does not give pupils enough opportunities to develop their literacy skills. A few teachers do not manage pupils' behaviour well enough with the result that most pupils in their class do not make enough progress.

Many teachers mark their pupils' work regularly and carefully. These teachers provide useful oral and written feedback that helps pupils understand how well they are progressing and what they need to do to improve. However, in a minority of cases, marking is superficial and feedback does not make a useful contribution to improving pupils' progress. In collaboration with pupils, the school uses a range of suitable data to set appropriate targets for pupils and is developing a relevant and detailed system to track individual progress.

Most reports to parents are clear, consistent and informative. They give a useful overview of how well pupils are performing and clear advice on how to improve. In a few instances, however, comments are too brief and not personalised enough.

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

The school has appropriate arrangements for promoting healthy eating and drinking. There are satisfactory arrangements for ensuring the safety of pupils and for dealing with any incidents of bullying. However, the school system for dealing with serious misbehaviour relies too heavily on the exclusion of pupils.

The school has a well-planned and relevant personal and social education programme that contributes effectively to developing most pupils' moral, social and cultural development. The arrangements for religious education in key stage 4 limit opportunities for pupils to consider moral and spiritual issues. In addition, the school does not meet the statutory requirement for a daily act of collective worship.

There is effective provision for pupils with additional learning needs. These pupils receive skilled and sensitive support to improve their learning. There are appropriate systems for identifying pupils' additional learning needs and their progress is tracked closely. Individual education plans identify suitable learning targets and these plans are also used well by teachers in mainstream classes. Parents of pupils with additional learning needs are kept well informed of their child's progress.

The school works well with outside agencies to provide a wide range of beneficial support and advice. Pupils and parents receive useful guidance and support when choosing options in key stage 4.

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

### **Learning environment: Adequate**

The school provides a friendly and welcoming environment for pupils and visitors. Pupils of all backgrounds are valued and respected, and there is equal access to all areas of the curriculum. Pupils are aware of the need to respect others, and have established meaningful links with pupils in other countries. The school has an inclusive ethos that aims to ensure all pupils are committed to the school's values. However, the high rate of exclusions indicates that this aim is not being successfully met.

The grounds are secure and there are appropriate measures in place to ensure the health and safety of the pupils. The buildings are well maintained. Most classrooms are clean and bright with displays of pupils' work that contribute to a productive learning environment. The toilet facilities and changing rooms are satisfactory. The school has ample outdoor space for physical activities and team sporting events, and this is well used by the school and the local community.

There are suitable resources for pupils, particularly in information and communication technology.

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

Since 2011, the school has appropriately restructured its leadership, management and staffing arrangements. Roles and responsibilities have been redefined by the headteacher to reflect the new leadership and management structure, and this provides a suitable focus on the promotion of higher standards. However, the distribution of responsibilities in the leadership team is imbalanced and, as a result, a few senior leaders do not have a clear strategic overview of the areas they manage.

The senior leadership team, along with support from the governing body, have agreed on the appropriate priorities for improvement, such as teaching, standards and leadership across the curriculum. However, they do not provide a clear vision or coherent strategy to secure future improvements.

A senior leader, seconded from another school in January 2013, has helped to develop the staff's understanding of the significance and purposeful use of performance data. Leaders at all levels now use data suitably to monitor performance and identify targets for improvement.

Regular scheduled meetings promote effective communication across the school. Senior leaders conduct meetings that cover an appropriate range of items with action points delegated to individuals. However, there are no records of discussion about important issues. Although faculty meetings focus appropriately on operational and administrative tasks linked to whole-school improvement initiatives, they do not consider important matters, such as teaching and standards.

The school deals appropriately with under-performance.

Governors are well informed about the school and provide good support. They are committed to helping the school improve. Individual governors are linked with particular faculties or strategic areas, and develop a good understanding of emerging issues within the school.

### **Improving quality: Adequate**

The school has recently introduced an appropriate programme of activities to gather evidence for self-evaluation. Leaders and managers at all levels make sound use of data and are beginning to make evaluative judgements about the school's performance.

All middle leaders now collect a suitable range of first-hand evidence through the scrutiny of pupils' books and informal lesson observations. Senior leaders have observed all teachers in lessons more formally. However, the school does not use the findings from these activities well enough in their planning for improvement.

The school has drawn extensively, and appropriately, upon the views of external consultants and the local authority. It has used these perspectives well to help it evaluate its present situation and plan for future development. However, the views of parents, pupils and staff, have not been consistently obtained to the same extent to ensure that future planning is also securely based on the views of key stakeholders.

There are clear and strong links between the findings of self-evaluation and development planning. Development priorities in the whole-school plan, which include the raising of standards, improving teaching, and improving the quality of leadership, are well supported by clearly identified actions, timescales and success criteria. While all faculty plans reflect the priorities set out in the whole-school plan, their quality is inconsistent and two faculty plans are inadequate. They are not always supported by clear targets, action and timescales. Although the findings of

self-evaluation activities inform strategic planning at faculty level, they do not do so at subject level.

The school has responded to almost all recommendations from the last inspection. However about half of the recommendations have not yet been fully addressed. Also, the recommendation to meet statutory requirements for collective worship has not been met.

### **Partnership working: Adequate**

The school works well with other partners and agencies such as social services, police, and the health authority to tackle the link between disadvantage and underachievement. The school provides additional appropriate mentoring support for groups such as traveller children. These partnerships contribute well to raising the aspirations of pupils from disadvantaged backgrounds.

The involvement of the school in the Heads of the Valley Education Programme has had a beneficial effect on improving outcomes in mathematics. The school has also developed useful partnerships with the local consortium system leaders and other external consultants. These provide valuable additional support for teachers and pupils by sharing good practice and raising expectations.

There are productive links with feeder primary schools to ease transition. Partnerships with a local college and secondary school have widened the range of vocational courses for pupils at key stage 4 with positive outcomes. There are also good working relations with a local construction company to support the development of skills within the Welsh Baccalaureate Qualification provision.

The partnership with parents is underdeveloped. They are insufficiently engaged in the life and work of the school.

### **Resource management: Adequate**

The school has an appropriate number of suitably-qualified teachers to support almost all of the curriculum. However, there is a lack of subject expertise for teaching Welsh as a second language. Support staff are deployed efficiently.

The school identifies the in-service training needs of staff in an appropriate way. The school now has three working parties that are beginning to impact positively on the development of middle management skills, teaching and learning, and the delivery of literacy and numeracy. However, there are very few professional contacts with other schools in order to share ideas and expertise.

The school has responded well to the significant reduction in budget as a result of the loss of the sixth form. Spending reflects development priorities appropriately and there are sound procedures to monitor spending against them. Governors receive regular financial reports to enable them to carry out their responsibilities consistently. In view of the adequate standards achieved in the school, 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 year on year since 2009 and the school is now performing in line with the family average. However, the results for 2013 still place the school in the bottom 25% of schools with similar levels of entitlement to free school meals. English performance at level 5 or above also shows an improvement since 2010 but places the school in the bottom 25% when compared with similar schools. Performance in English at level 6 or above has been variable over the last three years and has been well below the family average. The percentage of pupils achieving level 5 or better in mathematics reached 81% in 2013, which is above the family average and places the school in the upper 50% of similar schools. However, this percentage is slightly down on the 2012 results, when the school was in the top 25% of similar schools. Performance in mathematics at level 6 and above has fluctuated over the last five years and is now close to the family average, having been significantly higher in the previous year. Performance in science at level 5 or above has improved over the last three years and is slightly above the family average. However, the school is in the lower 50% of similar schools in terms of free-school-meal benchmarks. As with mathematics, performance at level 6 and above in science has fluctuated and in 2013 is significantly below the family average. Pupils' progress from the previous key stage for 2013 is below expectations for English but above expectations for the core subject indicator, mathematics and science.

At key stage 4, performance in the level 2 threshold, including English and mathematics, shows a small trend of improvement over the last three years. In 2013, pupils' performance in this indicator places the school in the top 25% of similar schools based on levels of entitlement to free school meals. This performance is also above the family average and above modelled expectations. Performance in the core subject indicator also now places the school in the top 25% of similar schools and is above the family average, having placed the school in the lower 50% for the last four years. Performance in the level 2 threshold has risen over the last four years but is below the family average and places the school in the lower 50% of similar schools based on free-school-meal benchmarks. Performance in the capped points score has increased steadily over the last three years and in 2013 is just above modelled expectations. Performance in the level 1 threshold has been at virtually the same level over the last three years and in 2013 is in line with the family average but places the school in the lower 50% of similar schools. Performance in English has dipped significantly in 2013, placing the school in the lower 50% of similar schools based on levels of entitlement to free school meals, the school having been in the upper 50% in the previous two years. However, the school's performance is in line with the family average. Performance in mathematics has risen significantly in 2013, bringing the school up from the bottom 25% to the top 25% of similar schools. Performance in mathematics is also well above the family average. Pupils' progress from the previous key stages in 2013 is much as expected for nearly all indicators apart from the level 2 threshold.

In 2013, the proportion of students attaining the level 3 threshold is 100% and above family and national averages. The average wider points score for 2012 is well above the family and Wales averages.

The number of pupils leaving the school without a qualification or remaining in education without a qualification is very low.

At key stage 3, for the core subject indicator, the performance gap between boys and girls is greater than the family, the local authority and national averages. In English, the gap is significantly greater than the family and national averages, but in mathematics, there is a much smaller gap. The girls out-perform the boys in all of the core subjects. Although the boys do better than boys in other schools in the same family in mathematics, they are performing below the standard achieved by boys in these other schools in English and in the core subject indicator. At key stage 4, the gap between the performance of boys and girls is much greater than the family and Wales averages for many indicators. Also the girls outperform the boys in all the key indicators such as the level 2 threshold including English and mathematics, the core subject indicator and the capped points score. In key stage 3 in 2012 and 2013, the difference in performance of pupils entitled to free school meals and those not entitled to free school meals has been marginally less than the family and national averages. At key stage 4 from 2009 to 2013, the difference in performance between pupils entitled to free school meals, and those that are not entitled to free school meals, has generally compared well with 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	199	60 30%	124 62%	13 7%	2 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	4%	1%	
The school deals well with any bullying	200	26 13%	122 61%	45 22%	7 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	3%	
I have someone to talk to if I am worried	200	49 24%	115 57%	30 15%	6 3%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		37%	53%	8%	1%	
The school teaches me how to keep healthy	199	38 19%	116 58%	41 21%	4 2%	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	198	52 26%	81 41%	43 22%	22 11%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	2%	
I am doing well at school	200	54 27%	125 62%	18 9%	3 2%	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	199	61 31%	121 61%	15 8%	2 1%	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	200	36 18%	89 44%	63 32%	12 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	199	69 35%	99 50%	25 13%	6 3%	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	200	10 5%	81 40%	72 36%	37 18%	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	199		39 20%	93 47%	50 25%	17 9%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	50%	17%	5%	
The school listens to our views and makes changes we suggest	200		19 10%	73 36%	72 36%	36 18%	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	199		42 21%	127 64%	25 13%	5 3%	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	200		50 25%	110 55%	32 16%	8 4%	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%	8%	1%	
The staff respect me and my background	199		48 24%	120 60%	25 13%	6 3%	Mae'r staff yn fy mharchu i a'm cefndir.
			36%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	200		51 26%	121 60%	25 12%	3 2%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			35%	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	95		6 6%	54 57%	25 26%	10 11%	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	16		0 0%	6 38%	3 19%	7 44%	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%	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.	47	13 28%	21 45%	3 6%	10 21%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	46	16 35%	19 41%	5 11%	6 13%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	47	18 38%	21 45%	3 6%	3 6%	2	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.	47	14 30%	22 47%	7 15%	3 6%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	47	4 9%	16 34%	10 21%	7 15%	10	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	47	13 28%	19 40%	8 17%	4 9%	3	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	47	14 30%	27 57%	1 2%	3 6%	2	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.	47	11 23%	22 47%	5 11%	4 9%	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.	47	8 17%	19 40%	6 13%	8 17%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	49%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	47	11 23%	21 45%	5 11%	5 11%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	54%	7%	1%		
My child is safe at school.	46	14 30%	20 43%	4 9%	7 15%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		
My child receives appropriate additional	45	12 27%	23 51%	5 11%	2 4%	3	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'.			31%	46%	7%	2%		ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	46	7 15%	21 46%	12 26%	6 13%	0		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.	47	13 28%	20 43%	8 17%	5 11%	1		Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			41%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	47	7 15%	22 47%	6 13%	5 11%	7		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.	45	8 18%	24 53%	4 9%	6 13%	3		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.	46	9 20%	17 37%	6 13%	5 11%	9		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.	46	7 15%	15 33%	11 24%	10 22%	3		Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			35%	50%	9%	2%		
The school is well run.	47	11 23%	17 36%	6 13%	11 23%	2		Mae'r ysgol yn cael ei rhedeg yn dda.
			40%	49%	5%	2%		

## Appendix 3

### The inspection team

Ray Owen	Reporting Inspector
Gareth Wyn Roberts	Team Inspector
David Ivor Hughes	Team Inspector
Gareth Wyn Jones	Team Inspector
Alwena Morgan	Lay Inspector
Paula Stanford	Peer Inspector
Alison Edwards	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.