



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

**Queen Elizabeth High
Llansteffan Road
Johnstown Road
Carmarthenshire
SA31 3NL**

Date of inspection: January 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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Context

Queen Elizabeth High School is a bilingual 11 to 18 secondary comprehensive school in Carmarthenshire. There are 1,531 pupils on roll, including 278 in the sixth form. At the time of the last inspection there were 1,432 on roll. The school is situated on the outskirts of Carmarthen. Most pupils come from Carmarthen and the surrounding area.

Around 16% of pupils are entitled to free school meals. This is lower than the national average of 17.7% for secondary schools in Wales. Around 6% of pupils live in the 20% most deprived areas in Wales.

Around 8% of pupils have statements of special educational needs compared with 2.5% for Wales as a whole. Around 23% of pupils have a special educational need, which is higher than the national average of 19.2%. The school has a local authority resource provision for pupils with special educational needs, which caters for pupils with a wide range of needs including moderate and severe learning difficulties, autistic spectrum disorders, hearing impairment and dyslexia.

Most pupils are from a White British background. Around 2% of pupils speak English as an additional language. Around 7% of pupils speak Welsh at home. Bilingual provision is limited. Two forms in each of Years 7, 8 and 9 are taught through the medium of Welsh for around half of their subjects but in key stage 4, apart from Welsh first language, no subjects are offered through the medium of Welsh.

At the time of the last inspection the school was on two adjacent sites. A new school building replaced these and was opened on the same site in 2008.

The headteacher has been in post since September 2011. The leadership team is made up of the headteacher, two deputy headteachers and four assistant headteachers.

The individual school budget per pupil for Queen Elizabeth High School in 2013-2014 means that the budget is £5,128 per pupil. The maximum per pupil in the secondary schools in Carmarthenshire is £9,238 and the minimum is £4,233. Queen Elizabeth High School is fourth out of the 14 secondary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

There are good features in the work of the school:

- there is an inclusive ethos;
- most pupils enjoy their lessons and have positive attitudes to learning;
- in lessons and over time, the majority of pupils make sound or better progress in their learning;
- in around half of lessons teachers plan effectively and set clear objectives for pupils that build upon previous learning;
- many pupils make consistent progress in developing skills, particularly those of literacy; and
- pupils in the Canolfan Elfed resource base for additional learning needs are well looked after and make significant progress in developing their life skills.

However, the school is judged to be adequate because:

- standards in key stage 4 have fluctuated over the last five years and are currently below expectations;
- boys do significantly less well in English;
- there is inconsistency in the quality and impact of assessment;
- around half of teaching does not take sufficient account of individual learning needs; and
- attendance is below expectations.

Prospects for improvement

There are good features in leadership and management:

- there is a clear sense of direction and consistent focus on improving teaching and learning;
- progress has been made in developing a culture of evidence based self-evaluation; and
- there has been effective support and challenge for underperformance.

However, prospects for improvement are judged to be adequate because:

- the impact of middle leaders is variable and there is inconsistency in how effectively they are held to account; and
- there is insufficient evaluation of how well teaching meets individual learning needs.

Recommendations

- A1 Raise standards in key stage 4, particularly of boys, and increase the number of pupils achieving Welsh first language qualifications
- A2 Improve attendance
- A3 Improve the quality of teaching so that it meets the needs of all pupils
- A4 Improve the quality and impact of assessment
- A5 Improve the quality of middle leadership and hold them consistently to account for standards
- A6 Improve the consistency of the link between self-evaluation and improvement planning

What happens next?

The school will draw up an action plan that 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

Standards at key stage 4 fluctuated over the last five years. There was a trend of improvement between 2009 and 2011. During that period performance improved at a better rate than the average for the family. In 2012 performance fell well below the family average in all indicators and below national averages in many indicators. However, in 2013 performance improved and is now just below expectations.

In three of the last four years, performance in key stage 4 has placed the school in the upper half of similar schools based on levels of entitlement to free school meals for progress made by pupils in the indicator that includes a range of qualifications including English or Welsh first language and mathematics.

At key stage 3 there has been an upward trend in performance over the past four years. In 2013, performance is above expectations based on the prior attainment of pupils. However, performance remains below the average for its family of similar schools in the indicator that includes English, mathematics and science. Over the last four years, performance in this indicator has placed the school in the bottom quarter of similar schools based on levels of entitlement to free school meals.

Performance in the sixth form improved up to 2011 but then there was a sharp fall in 2012. In 2013, performance in the level 3 threshold (A*-E in two A levels or equivalent) improved and is similar to the average for its family of schools. The average points scored by pupils have been lower than the average for the family for the last two years.

The number leaving without a qualification is similar to the averages for its family of schools and nationally. Over the last two years nearly all pupils achieved qualifications and stayed in education or training.

There is very little difference between the performance of boys and girls in key stage 3. However, in key stage 4 the difference is greater than family and national averages in the qualifications that include English or Welsh first language and mathematics. In particular, boys do less well than girls in English.

In key stage 4, the gap in performance between those pupils entitled to free school meals and those who are not has declined over the past four years. In 2013 the gap was smaller than family and national averages.

A majority of pupils with additional learning needs achieve a beneficial range of qualifications.

In lessons and over time the majority of pupils make sound or better progress in their learning. Many pupils have good recall of knowledge and apply this well to new learning. These pupils tackle learning challenges with enthusiasm and have effective

problem solving skills. They successfully evaluate and improve their own work. A minority of pupils do not make sufficient progress and a few are unable to apply their knowledge to new situations.

Overall, most pupils make satisfactory progress in developing their literacy skills. Most listen well, and a majority are keen to respond to others and contribute to class discussion. Most speak clearly and express themselves well. When questioned, many are confident to answer questions, and use appropriate general and subject specific vocabulary. Many pupils read confidently, and have useful strategies for extracting and organising information. Many pupils write confidently and in a range of styles appropriate to the context. They use a suitable range of general and subject specific vocabulary. The more able write well using sophisticated language and expression. A majority of written work is well presented and pupils take care with their spelling, punctuation and grammar. Many pupils are able to correct errors in their writing and can improve their own work. The work of a minority of pupils is untidy and a few do not correct their work even when errors are identified by the teacher.

Many pupils have sound numeracy skills. They select appropriate methods for calculation and apply these successfully. Pupils are less secure in data handling. Many do not have a sound understanding of the appropriate types of graphs and charts for presenting different types of data.

The performance of pupils in Welsh first language GCSE has declined since 2011. In 2013 many of those entered achieved at least a grade C and this is only slightly lower than the national average, which includes Welsh medium schools. However, only a minority of those pupils taught through the medium of Welsh for a proportion of key stage 3 study for Welsh first language in key stage 4. In 2013, nearly all other pupils entered for a full Welsh second language GCSE qualification with many achieving at least a C grade. Standards in Welsh first language in key stage 3 compare favourably with the average for the family and performance has placed the school in the top half of schools based on levels of entitlement to free school meals for each of the last three years. The few pupils who study around half of their subjects through the medium of Welsh in key stage 3 are confident in using Welsh in these lessons.

Wellbeing: Adequate

Nearly all pupils feel safe in school and the majority consider that the school deals effectively with bullying. Many understand how they can keep themselves healthy and most engage in a range of physical activities.

Most pupils enjoy their lessons and have positive attitudes to learning. They engage purposefully in tasks, concentrate on their learning and behave well. However, a few pupils regularly misbehave in lessons. This disrupts the learning of other pupils.

There has been a reduction in the rate of fixed-term exclusions and there have been no permanent exclusions for the past three years.

Overall attendance rates have improved. However, despite the improvements, attendance rates have placed the school in the bottom quarter of similar schools for the last five years and below expected levels. A few pupils contribute to around 30% of overall absence in the school. In 2013 the highest absence rate was of Year 11 pupils. Absence in Year 11 was around one percentage point higher than the average for the school. The attendance of pupils entitled to free school meals is seven percentage points lower than those not entitled to free school meals. School data for this year suggests that this gap is reducing.

The school council has been effective in making decisions. For example, as a result of its contribution to a working group the school set up a peer mentoring drop-in facility. Pupils have also been usefully involved in departmental reviews. They give their views on subjects and how to improve the learning experiences of pupils.

Many pupils take part in a range of extra-curricular activities ranging from the school's choir, orchestra and rock bands to sport-related activities.

Nearly all pupils develop beneficial life skills and are well prepared for their next stage in learning or employment.

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

The school provides a broad and balanced curriculum that satisfies statutory requirements, builds on prior learning, and ensures appropriate continuity and progression of learning through the key stages. The school offers an appropriate selection of traditional and vocational subjects at key stage 4 and in the sixth form together with a range of useful additional learning experiences through the Welsh Baccalaureate programme. The school delivers effective advice and guidance to pupils in their choice of courses and careers. Effective co-operation with a neighbouring school and the local college has widened choice for a very few learners in key stage 4 and the sixth form. A recent additional provision for the delivery of English and mathematics at key stage 4 has made a slight but suitable improvement in standards. However, the recent broadening of the curriculum has yet to impact fully on improving outcomes.

The school is making appropriate progress in implementing the national literacy and numeracy framework and there are suitable action plans to support the improvement of pupils' literacy and numeracy skills. There is a clear focus on improving literacy at key stage 3 although numeracy is not as well developed. The school offers suitable provision for supporting pupils in key stage 3 with weak basic skills. Many pupils in key stage 4 have valuable opportunities to gain skills qualifications.

Most pupils follow a full Welsh GCSE course in key stage 4. Just under a quarter of pupils have suitable opportunities and support to study through the medium of Welsh in around half of their subjects in key stage 3. However, with the exception of Welsh first language, no subjects are offered through the medium of Welsh in key stage 4. A few teachers use day-to-day Welsh regularly in lessons. The school provides beneficial experiences to develop pupils' knowledge and understanding of the history

and culture of Wales across the subjects, in assemblies and through extra-curricular activities such as the annual eisteddfod.

The school develops pupils' awareness of sustainability and global citizenship appropriately through a wide range of subjects, personal and social education and extra-curricular activities.

Teaching: Adequate

Nearly all teachers display sound subject knowledge and are effective language models to their pupils. Beneficial working relationships lead to a positive learning environment in most lessons. In around half of lessons, teachers plan effectively, set clear objectives and teaching activities build upon previous learning. In these lessons pupils make consistently good progress.

In around half of lessons, teachers do not divide the lesson time appropriately between activities and this slows the pace of learning. In around half of lessons teachers do not sufficiently meet the individual learning needs of pupils. In a few lessons the tasks set are not challenging enough for the pupils or the learning is too teacher led.

Teachers use learning support assistants effectively, particularly in the specialist learning resource base, Canolfan Elfed, and in the nurture and support bases. In mainstream lessons teaching assistants provide appropriate support to pupils in classroom.

Most teachers assess and mark pupils' work regularly. Most teachers follow common approaches in marking pupils' work. A majority provide helpful advice on how to improve work. However, the quality of marking varies too much, and a minority of comments are generally supportive rather than giving clear guidance to pupils on how to improve their work. Only a minority of pupils respond to their teachers' comments by improving their work using the advice provided.

The majority of teachers provide opportunities for pupils to assess their own work and that of other pupils. A few provide very useful opportunities for peer or self-assessment, for example in physical education and music. However, in around half of lessons, pupils are unable to evaluate their learning and the learning of others effectively because the strategies used are inappropriate or because opportunities are missed.

The school has recently developed an effective system to track pupils' progress. There is regularly monitoring of progress and useful discussions about progress between form teachers and pupils. Most pupils know their individual target grades and understand what they need to do to achieve them. Many teachers use this system well to identify pupils who are underachieving. The school provides several support strategies for these pupils, including subject specific catch up sessions that help pupils to achieve well. The tracking system and support led to raised standards in 2013.

Reports provide thorough information to parents and pupils on current performance. Most contain clear targets for improvement and many provide feedback on how to achieve them.

Care, support and guidance: Adequate

Many pupils state that the school teaches them to be healthy and most consider that there are plenty of opportunities to get regular exercise. The school has appropriate arrangements to promote healthy eating and drinking.

The school successfully promotes the spiritual, moral, social and cultural development of pupils through assemblies, personal and social education and a range of beneficial extra-curricular activities.

A useful revised behaviour policy and electronic behaviour tracking system have been introduced. The school is beginning to analyse behaviour data and put in place strategies to minimise behavioural incidents, for example providing essential equipment to pupils. However, staff are not consistent in using the system and there are ongoing concerns around the behaviour of a few pupils and the school's ability to support them effectively.

The school has recently appointed pastoral support officers and teaching assistants who have implemented a number of new initiatives. These include programmes to support pupils with anger management, a pastoral support room that is used as an alternative to excluding pupils and supporting pupils in developing their literacy and numeracy skills. It is too early to evaluate the impact of these.

Canolfan Elfed is a learning resource centre for pupils with a range of complex special educational needs. The staff know the pupils well and provide appropriate learning opportunities for them. The resource base has very recently introduced a useful new tracking system to monitor the progress that its pupils make.

The majority of Canolfan Elfed pupils access lessons in the mainstream. Where appropriate, pupils are taught in discrete groups, or are fully included in mainstream classes. Pupils develop well both socially and academically.

Pupils in mainstream with additional learning needs have access to a range of suitable support. The school works well with a range of external agencies to ensure that pupils access a range of specialist services to meet their needs. Pupils and parents are involved in reviewing progress on at least an annual basis and determine targets in individual education plans. All teachers are made aware of the needs of the pupils. However, not enough account is taken of these in planning lessons and adapting activities to meet individual learning needs.

The additional learning needs department identifies support allocated to pupils using a provision map. Most interventions are timely and well organised. However, the provision map does not capture the impact of support programmes on pupils' standards. A very few additional support and intervention programmes are not well planned and implemented. For example, a small number of pupils were included in an intervention group that started at the beginning of the inspection. Its focus was to

develop pupils' social, literacy and numeracy skills. The nature of this provision was unsuitable. There were no clear success criteria and no specific programme of work, and the accommodation used was not fit for purpose.

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

Learning environment: Good

The school is an inclusive community where pupils receive equal access to academic and extra-curricular opportunities irrespective of their background and ability. The inclusion and acceptance of pupils based in the specialist resource centre, Canolfan Elfed, is a strong feature in the school.

Pupils learn about the cultures and practices of others through classroom activities and assemblies. Those whose main language is not English or Welsh are given beneficial opportunities to achieve qualifications in their mother tongue.

The school has appropriate arrangements to prevent and record oppressive behaviour. The school council has been influential in introducing activities to prevent bullying and to encourage pupils to speak out if they have concerns.

There are appropriate levels of learning resources across all subjects. The external accommodation is pleasant and wall displays in many areas enhance the learning environment. The site and buildings are secure.

The accommodation is well maintained and meets well the needs of pupils.

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

Since taking up his post in September 2011, the headteacher has provided clear strategic direction for the school. Based on a thorough understanding of the strengths and weaknesses of the school he has established a clear sense of priorities and direction. He has communicated his vision for the school clearly to pupils, staff, parents and governors. The roles of the senior leadership team have been redefined and now focus more systematically on raising standards. The school has made suitable progress towards meeting its strategic aims. However, in the key indicators at key stage 4, leadership has not yet had enough impact on improving standards.

The new leadership structure has brought clear lines of accountability and there is an appropriate balance in the responsibilities of senior staff. Within this structure there are high levels of expectation. Team meetings focus appropriately on teaching, learning and pupil performance. The school has implemented a number of useful strategies to strengthen middle leadership. However, the impact of middle leaders is variable and there is inconsistency in how effectively they are held to account.

The school's development plan takes appropriate account of national and local priorities, such as the literacy and numeracy framework. The school's aims and objectives are clear and attach suitable importance to pupils' wellbeing and progress. A clear focus on teaching and learning is building the capacity of the staff to work effectively as a team. This is at an early stage of development.

Performance management arrangements have been revised recently. These, together with a comprehensive series of subject reviews, have provided a framework within which underperformance can be tackled robustly. However, these have yet to impact significantly on standards and a very few areas of underperformance remain.

Governors receive regular information about the school's performance. They show high levels of commitment and loyalty to the school. Governors are all linked with the school's main aims through an appropriate set of sub-committees and working groups. Governors are aware of the main strategic issues facing the school and are committed to helping it to move forward. However, their role as critical friends has not yet been fully developed in order to challenge and support the school effectively.

Improving quality: Adequate

The headteacher and senior leadership team have made satisfactory progress in developing a culture of self-evaluation and improvement planning across most of the school. The systems and structures are understood clearly and provide the senior leadership team with a sound understanding of the strengths and areas for development for the school, most of which are reflected fairly in the school's self-evaluation report.

The self-evaluation process draws on a broad range of appropriate evidence including departmental reviews, lesson observations, work scrutiny and the views of pupils. However, a minority of lesson observations are insufficiently evaluative of progress in learning and do not address how well teaching meets the needs of all pupils, particularly those with additional learning needs.

Departmental self-evaluations follow a common format and most middle leaders have a clear understanding of pupil performance in their subject areas. They recognise key areas to develop and agree suitable targets for improvement. Where this happens, there is a clear link between evaluation and planning for future success. A few departmental evaluations and development plans do not recognise areas for improvement well, or identify effective strategies, to support any improvement.

The school development plan identifies key priorities for improvement across the school. It includes clear targets for improvement and identifies well strategies to support those improvements. However, it is too early to assess fully the impact of this on teaching and learning and raising standards.

Partnership working: Good

Pastoral and curricular links with partner primary schools are well developed. The school works well to ensure nearly all pupils transfer from primary to secondary school with confidence and integrate well into the school. These links have

contributed to the implementation of the 'Meddwl Mlaen' course in Year 7, a thematic course that provides continuity from key stage 2. Regular useful partnership meetings are held to moderate and quality assure pupils' work and develop pupils' literacy and numeracy skills.

The school works well with a number of external agencies support pupils' standards and wellbeing successfully. Effective arrangements with the local schools and college ensure pupils benefit from a wider range of vocational and general courses. These arrangements are supported by agreed protocols and common processes to track pupil progress and quality assure lessons.

A range of effective partnerships exist with specialist support agencies, including speech and language, physiotherapy and specialist careers advice, that ensure the needs of pupils with special education needs are met in a planned and co-ordinated way.

The school works well with the local community in sharing its resources and amenities with organisations such as the local church and community groups. The school has well-established links with initial teacher training institutions.

The school secures satisfactory relationships with parents. School events are well attended and the school responds quickly to individual concerns raised by parents. The school asked parents to respond to a general satisfaction survey in 2013 but does not seek the views of parents on a range of issues on a regular basis.

Resource management: Adequate

The school is appropriately staffed to teach the curriculum. Very few staff teach outside their main subject areas. Those that do receive suitable support. Performance management arrangements are used appropriately to identify staff development needs. There is a suitable range of working groups focused on teaching and learning. Teachers who have been identified as underperforming have been suitably supported by networks of colleagues within and outside the school. This is starting to have a positive impact on the quality of teaching.

Support staff are deployed well to meet the needs of pupils. They provide valuable support for pupils with additional learning needs and benefit from suitable training programmes.

The school has tackled a significant budget deficit successfully and robust arrangements are in place to ensure that spending is monitored carefully. The school uses its finances effectively to ensure that the whole site is an attractive and well-resourced learning environment.

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

Appendix 1

Commentary on performance data

At key stage 3, there has been an upward trend of improvement since 2010. In 2013 performance in the core subject indicator is above modelled expectations. However, in all key indicators performance remains amongst the lowest in its family of similar schools. In the core subject indicator, mathematics and science performance at level 5 and above has placed the school in the bottom quarter of similar schools based on levels of free school meal entitlement for the last four years. Performance in English has dropped the school from the upper half of similar schools in 2011 to the bottom quarter the last two years. At level 6 and above performance in English, mathematics and science has placed the school in the lower half of similar schools for the past three years. However, pupils make satisfactory progress from the previous key stage.

At key stage 4 performance has fluctuated over the last five years. In the three years to 2011 there was a trend of improvement in performance. It compared well with national averages and was improving at a better rate than the family average. In 2011 performance in the level 2 threshold including English or Welsh first language and mathematics and the core subject indicator placed the school in the top quarter of similar schools based on levels of entitlement to free school meals. In 2012 performance fell well below family averages and placed the school in the bottom quarter of similar schools based on levels of entitlement to free school meals in nearly all key indicators.

There was a slight improvement in performance in nearly all indicators in 2013. The level of progress made by pupils from previous key stages raised the school to the upper half of similar schools in the level 2 threshold including English or Welsh first language and mathematics, the core subject indicator and the capped points score, but the school remained in the lower half for other key indicators. In nearly all indicators performance in 2013 remained below the average for the family. Performance in the level 2 threshold including English and mathematics and the capped point score is just below modelled expectations. Most pupils achieve the level 1 threshold. Many achieve the level 2 threshold, but around half do not achieve the level 2 threshold including English and mathematics. Performance in these indicators has placed the school in the lower half of schools for the last four years.

The performance of pupils in Welsh first language GCSE has declined since 2011. In 2013 many of those entered achieved at least a grade C and this is only slightly lower than the national average, which includes Welsh medium schools. The numbers entered for the qualification is low and it is difficult to make comparisons. Nearly all other pupils are entered for full course Welsh second language and two thirds achieved at least a grade C.

The number leaving without a qualification is very low. In this indicator the school compares favourably with other similar schools and nationally. Over five years the proportion has decreased and in 2013 nearly all pupils achieved qualifications and stayed in education or training.

Performance of sixth formers compared well with others in its family, locally and nationally until 2011. In the last two years the average points scored achieved by sixth formers has fallen below the average for its family of similar schools. The percentage achieving the level 3 threshold improved slightly in 2013 and was similar to the average for its family of schools and locally, and higher than the national average. The average points score improved in 2013 but remains below the family, local and national averages.

Boys do slightly less well than girls in all indicators in key stage 3 but the difference is similar to that of schools in its family of similar schools and in Wales. The level of underperformance by boys in most indicators in key stage 4 is greater than in its family and national averages in the level 2 threshold including English or Welsh first language and mathematics, in the core subject indicator and in English. Underperformance by boys in English is the particular concern.

In key stage 4 the gap in performance of pupils entitled to free school meals and those who are not was reducing until 2011 and less than in similar schools. In 2011 in all indicators the gap was much greater. Since then the gap has been reducing. In 2012 it was less than in similar schools in nearly all key indicators in key stage 4. The gap remained at around the same level in 2013. In key stage 3 the gap is greater and there is no overall trend of reduction or increase.

Appendix 2

Stakeholder satisfaction report

Responses to learner 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	
I feel safe in my school	506		207	293	6	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
			41%	58%	1%	0%	
			43%	53%	4%	1%	
The school deals well with any bullying	509		149	339	19	2	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			29%	67%	4%	0%	
			26%	58%	14%	3%	
I have someone to talk to if I am worried	507		203	262	41	1	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			40%	52%	8%	0%	
			38%	53%	8%	1%	
The school teaches me how to keep healthy	510		146	298	59	7	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			29%	58%	12%	1%	
			23%	57%	17%	3%	
There are plenty of opportunities at school for me to get regular exercise	506		221	242	42	1	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			44%	48%	8%	0%	
			45%	45%	8%	1%	
I am doing well at school	507		186	289	32	0	Rwy'n gwneud yn dda yn yr ysgol.
			37%	57%	6%	0%	
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	509		206	295	8	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			40%	58%	2%	0%	
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	509		130	298	75	6	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			26%	59%	15%	1%	
			20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	507		257	220	30	0	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			51%	43%	6%	0%	
			45%	47%	7%	1%	
Pupils behave well and I can get my work done	507		78	354	75	0	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			15%	70%	15%	0%	
			10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	506		179	299	24	4	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			35%	59%	5%	1%	
			28%	51%	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		504	91 18%	323 64%	84 17%	6 1%	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		508	178 35%	284 56%	44 9%	2 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		503	161 32%	299 59%	41 8%	2 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	8%	1%	
The staff respect me and my background		505	215 43%	278 55%	11 2%	1 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		507	218 43%	267 53%	22 4%	0 0%	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		243	101 42%	114 47%	25 10%	3 1%	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		75	17 23%	46 61%	12 16%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	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.	50	15 30%	23 46%	6 12%	3 6%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
			43%	50%	4%	1%	
My child likes this school.	50	18 36%	24 48%	6 12%	1 2%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
			47%	47%	4%	1%	
My child was helped to settle in well when he or she started at the school.	50	21 42%	24 48%	1 2%	2 4%	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.	49	17 35%	25 51%	5 10%	2 4%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			44%	48%	4%	1%	
Pupils behave well in school.	50	9 18%	17 34%	12 24%	3 6%	9	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			22%	55%	11%	3%	
Teaching is good.	49	14 29%	22 45%	5 10%	2 4%	6	Mae'r addysgu yn dda.
			33%	57%	5%	1%	
Staff expect my child to work hard and do his or her best.	49	16 33%	26 53%	2 4%	2 4%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
			50%	45%	2%	0%	
The homework that is given builds well on what my child learns in school.	49	10 20%	23 47%	8 16%	5 10%	3	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.	50	14 28%	22 44%	5 10%	3 6%	6	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.	50	13 26%	23 46%	6 12%	1 2%	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.	50	10 20%	27 54%	7 14%	0 0%	6	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'.	47	12 26%	18 38%	5 11%	4 9%	8	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			31%	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.	50	14 28%	26 52%	7 14%	2 4%	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.	50	16 32%	20 40%	9 18%	2 4%	3	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.	49	9 18%	23 47%	5 10%	2 4%	10	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.	50	12 24%	22 44%	6 12%	4 8%	6	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.	48	10 21%	16 33%	6 12%	2 4%	14	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.	50	10 20%	25 50%	7 14%	2 4%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	50	11 22%	19 38%	6 12%	5 10%	9	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Sue Halliwell	Reporting Inspector
Simon Davies	Team Inspector
Huw Davies	Team Inspector
Anthony Sparks	Team Inspector
Michelle Gosney	Team Inspector
Dylan Jones	Lay Inspector
James Glen Mahoney	Peer Inspector
Hugh Davies	Peer Inspector
Allan Carter	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.