



A report on

**Porthcawl Comprehensive School
52 Park Avenue
Portcawl
CF36 3ES**

Date of inspection: October 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:

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

Porthcawl Comprehensive School is an English-medium 11 to 18 mixed comprehensive school located in the seaside town of Porthcawl. The school serves the community of Porthcawl and its surrounding villages. The number of pupils on roll is 1,434, and this is broadly in line with the number of pupils on roll at the last inspection.

Around 10% of pupils are entitled to free school meals, which is lower than the national average of 17.7%, and 9% of pupils live in the 20% most deprived areas of Wales.

The pupils entering the school represent the full range of ability and around 11% have a special educational need. This figure is lower than the national average in secondary schools, which is 19.2%. Under 1% of pupils have statements of special educational need. This figure is lower than the national average of 2.5% for Wales as a whole.

A very small number of pupils receive support to learn English as an additional language and a very few pupils come from ethnic-minority backgrounds. A very few pupils are fluent Welsh speakers.

Both the headteacher and deputy headteacher have been in post since January 2013. Prior to their appointment they had both been senior leaders at the school.

The individual school budget per pupil for Porthcawl Comprehensive School in 2013-2014 means that the budget is £3,914 per pupil. The maximum per pupil in the secondary schools in Bridgend is £5,155 and the minimum is £3,914. Porthcawl Comprehensive School is ninth out of the nine secondary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of Porthcawl Comprehensive School is good because:

- performance at key stage 4 in qualifications that includes English and mathematics is well above expectations;
- attainment in the individual core subjects at key stage 4 is strong and compares favourably with that of similar schools;
- many pupils have a full and accurate recall of their work, make strong progress and produce work of a high standard;
- nearly all pupils behave very well in class and participate well in lessons.
- teachers and pupils have very good working relationships and this contributes to a very positive learning environment;
- there are good systems in place to support pupils with additional learning needs; and
- the school works highly effectively with a range of partners and this work has a significant impact on pupils' wellbeing and achievement.

Prospects for improvement

Prospects for improvement are good because:

- the strategic vision established by the new headteacher and the newly-formed senior leadership team is very strong;
- a comprehensive review and planning cycle is well established across the school;
- the school makes good use of external reviews to inform its judgements;
- middle leaders produce detailed self-evaluation reports that effectively identify key areas for improvement; and
- leaders make prudent use of financial resources.

Recommendations

- R1 Improve the co-ordination and planning for literacy and numeracy skills to impact more consistently on the standards of pupils' work
- R2 Ensure a greater consistency in the quality of assessment and its impact on improving pupils' work
- R3 Strengthen the links between self-evaluation and planning for improvement and sharpen the focus on outcomes

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

At key stage 4, performance in the indicator that includes English and mathematics is well above modelled expectations. Attainment in the individual core subjects is strong and compares favourably with that of similar schools. However, performance in the indicators that include a wide range of qualifications is not so strong and compares less favourably with that of similar schools. In general, pupils at key stage 4 make better progress in the indicators that include core subjects than in those indicators that do not include them.

At key stage 3, performance in English, mathematics and science has improved, and overall performance is higher than modelled expectations. However, performance in English and mathematics places the school in the lower quarter of similar schools based on free-school-meal entitlement. In science, performance places the school in the top quarter of similar schools. From the previous key stage, pupils make less than expected progress in many indicators.

Sixth form students gain a wide range of qualifications and make appropriate progress in most subjects. In a minority of subjects they make very good progress.

At key stage 4, boys generally perform less well than girls, although unverified data for 2013 indicates that the gap has decreased. At key stage 3, the difference between boys' and girls' performance is most noticeable in English, and the gap is larger than that found in the family of schools. Boys' performance is weakest in writing.

At key stage 4, the performance of pupils entitled to free school meals has been variable. Pupils with special education needs generally make progress in line with expectations.

No pupils leave the school without a qualification. This has been the case for the last three years. Very few pupils leave the school at 16 and are reported as being not in education, employment and training. This proportion is lower than both local and national figures.

Around a quarter of pupils arrive at the school in Year 7 without the reading skills necessary to successfully access the curriculum. Many of these pupils make good progress in key stage 3.

In many lessons, pupils gain secure knowledge and understanding, and develop a wide range of effective skills. They engage well with activities, make sound progress and produce work of a high standard. They show a competent grasp of important subject concepts, and apply their understanding well to new situations. Many pupils have a full and accurate recall of their work. In a minority of lessons, pupils develop highly effective skills. They demonstrate a comprehensive recall of previous work

and apply this in new situations to extend their learning further. They work exceptionally well in pairs and groups to collect, synthesise and evaluate information from a wide range of sources. They use complex subject terminology precisely to demonstrate their understanding of difficult concepts. They respond very well to challenging activities and are able to provide perceptive and analytical comments on their work. They are able to effectively plan, design and refine work while also acting on advice to make further improvements. In a few lessons, pupils do not make as much progress as they should. These pupils do not consistently complete tasks to a high enough standard and the presentation and organisation of their work are often below what might be expected of them.

Most pupils listen well in lessons and respond effectively to their teacher and peers. The majority of pupils speak clearly and confidently. A minority of pupils ask their teachers questions to develop their understanding or for clarification. A very few pupils lack fluency and confidence in their oral work and these pupils do not always contribute effectively to group or class discussions. Many pupils demonstrate sound reading skills and are able to extract information from a variety of texts. Many pupils evaluate and analyse information well, and are able to explain ideas and reason clearly.

Many pupils produce good quality extended pieces of written work and can write for a variety of purposes. In a few subjects, pupils produce work to a very high standard and use a range of writing styles effectively for specific written tasks, such as persuasive writing. Many pupils use a wide range of subject-specific terms well to compare and evaluate their work competently. They are able to describe events and processes clearly. A few pupils do not write sufficiently well at length and make too many spelling and grammatical mistakes.

Many pupils make good progress in developing numeracy skills. They are able to use tables and draw graphs accurately to support their work in subjects such as science and geography. However, a few pupils are not fully secure when using key number skills such as multiplication and rounding to decimal places.

At key stage 3, performance in Welsh second language has remained steady since 2009. Performance in 2013 placed the school above the average of the family of schools, although it was in the lower half when compared with schools with a similar free-school-meal entitlement. At key stage 4, around half of pupils achieve a level 2 qualification in Welsh.

Wellbeing: Good

Nearly all pupils feel safe and well supported in school. Many pupils consider that the school deals well with bullying. Nearly all pupils understand the importance of a healthy lifestyle and regular exercise. They participate in a wide range of extra-curricular activities, ranging from basketball to surfing. Many pupils are actively involved in decision-making. The school council and other groups have been effective in contributing towards important areas in the school, such as healthy eating and the appointment of staff.

Verified data for attendance up to 2012 compares well with that of similar schools and placed the school in the top half of schools with similar levels of entitlement to free school meals for the previous five years. However, attendance data for 2013 indicates that rates will not be as strong as in previous years.

Nearly all pupils behave very well in class and around the school. They are ready to learn and participate well in lessons. The number of days lost as a result of exclusion is very low. Nearly all pupils are courteous and relate well to one another, to their teachers and to other adults. Most pupils are actively involved in school life and they give good support to the local community. They develop social and life skills well.

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

The school provides a broad curriculum, which meets the needs and aspirations of all pupils. The key stage 3 curriculum builds well on pupils' experiences in key stage 2. At key stage 4 there is a comprehensive selection of general courses and an increasing number of vocational courses available to all pupils. More able and talented pupils are able to choose two subjects in an option column to extend their learning experience. Collaboration with other providers ensures that sixth form students can choose from a comprehensive range of academic and vocational courses.

The school is making appropriate progress with integrating the national literacy and numeracy framework into its work. It employs suitable strategies to develop pupils' skills and is efficient at identifying pupils whose literacy and numeracy skills are weak. A range of support programmes for literacy and numeracy help pupils to make effective progress. Many subjects use beneficial opportunities to support and extend pupils' literacy and numeracy skills. However, there is too much variation in the quality of this work between subjects.

Extra-curricular provision is extensive and has a very positive impact on pupils' achievement, wellbeing and attitudes to learning. There are a wide range of well-attended activities organised by the school which range from football and netball to gardening and game design clubs.

Provision for Welsh language development is good and enables pupils to make suitable progress. At key stage 4, most pupils are entered for a level 2 qualification in Welsh second language. Pupils' understanding of Welsh culture and traditions is developed effectively through a range of subjects, extra-curricular activities and trips, including an annual eisteddfod at a local theatre.

Opportunities to promote and explore issues around sustainable development and global citizenship in lessons and extra-curricular activities are beneficial. Pupil groups, such as the Eco group and the school nutrition and action group, make valuable contributions to the work of the school in these areas.

Teaching: Good

One of the school's strengths is the exceptional working relationship between teachers and pupils. This contributes very well to the positive learning environment in the school.

In many lessons, teachers plan very effective lessons that build well on previous knowledge and understanding. In these lessons, teachers have high expectations of pupils and they set challenging learning activities that strengthen pupils' confidence and resilience. Pupils' differing needs are catered for well. This ensures that all pupils make good progress in lessons. Teachers give pupils beneficial thinking time, which enables them to develop more detailed responses. Furthermore, they provide a wide range of activities for pupils to work independently and with their peers.

In the minority of lessons where teaching is highly effective, teachers question probingly and challenge pupils to think. They use regular checks throughout the lesson to consolidate pupils' learning. In these lessons, teachers use a range of teaching methods and resources coupled with well-chosen activities and opportunities to help pupils deepen their knowledge and understanding. The good pace of these lessons ensures that pupils are engaged well in their learning throughout the lesson.

In a few lessons, teaching is less effective. These lessons are not well planned and often lack structure and clear objectives. In addition, teachers' questioning lacks sufficient depth and variety to enable pupils to reason and to confirm their understanding. As a result, pupils do not always make the progress that they should.

Nearly all teachers mark work regularly. In many departments, teachers offer pupils clear and encouraging subject specific advice about what they need to do to improve. They set detailed targets about the content of work and the quality of language. In many subjects, oral feedback is also of high quality and this gives pupils valuable guidance on areas which need to be refined. The use of these assessment strategies has a very positive effect on standards. However, the quality of written feedback in a minority of departments does not provide pupils with enough advice on improving their work. These departments do not follow the school's coding for correcting pupil errors in spelling, punctuation and grammar. This means that standards of these aspects of pupils' work are not consistent enough.

The school collects and tracks pupils' progress well. Reports to parents and carers are informative. Teachers' comments are detailed and specific and targets are constructive. Parents and pupils have useful opportunities to respond to the reports.

Care, support and guidance: Good

The school provides a very caring and supportive environment that has a positive impact on many aspects of pupils' wellbeing and personal development. A wide range of learning experiences promotes pupils' moral, social and cultural development well. Assemblies and tutorial sessions provide good opportunities for reflection and help promote pupils' spiritual development effectively. The school

generally helps pupils to adopt healthy lifestyles. The school has appropriate systems in place to bring about good standards in attendance and behaviour.

The school works well with a range of external agencies and specialist services to meet the specific needs of individual pupils. A wide variety of support agencies catering for pupils' individual needs work together effectively to support pupils. Learning coaches and mentoring programmes support pupils' wellbeing effectively and they also provide suitable support for pupils' academic progress. The school provides a range of useful information for pupils and parents regarding options and career paths.

The review process for pupils with special educational needs satisfies statutory requirements. Individual action plans suitably identify learning targets, actions to be taken and whom to turn to for help. Specialist teachers and support assistants offer appropriate support for individuals and groups of pupils. There are good systems in place to ensure that parents of pupils with additional learning needs are kept well informed about their child's education.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school has appropriate arrangements to promote healthy eating and drinking.

Learning environment: Good

The school has a strong ethos based on fairness, and this creates a caring and disciplined learning environment. Pupils have equal access to the curriculum and they benefit from a wide range of opportunities that allows them to be involved in all aspects of school life. The school effectively seeks the views of pupils, parents, staff and governors to ensure that all pupils have equal opportunities.

The school provides a bright and welcoming environment. Displays in classrooms and around the school are generally of a very high standard and are informative and celebrate pupils' achievement effectively. Classrooms are well equipped with information and communication technology.

The school manages the learning environment well and it has a planned rolling programme to update and provide new facilities when necessary. The recently built multi-gym and music facilities have improved participation rates for girls and boys in these aspects of school life respectively. Accommodation is of a good standard, and the school buildings and grounds are well maintained.

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

The strategic vision established by the new headteacher and the newly-formed senior leadership team is very clear. It is comprehensive and focuses appropriately on important areas for improvement. The roles of senior leaders are well defined and there is a suitable balance of responsibility between the members of the leadership team.

Leaders and managers at all levels have high expectations of their own work and the work of others. Senior leaders manage their own time well and prioritise their activity to good effect. They are valuable role models for their colleagues and provide an effective visible presence around the school. They extend a high degree of professional trust to staff, who are held thoroughly accountable for the quality of their work. This has a beneficial impact on the standards of learners' work. A skilful balance of challenge and support from senior leaders results in high levels of motivation amongst teachers and support staff. Performance management is organised well and used consistently at all levels throughout the school. Furthermore, senior leaders challenge underperformance robustly.

Communication in the school is consistently good. Line management and departmental meetings are well run and have a clear focus on the management of projects aimed at improving the school. These meetings help leaders to monitor the implementation of change effectively and provide opportunities to evaluate success in raising standards in the school.

Curriculum and pastoral leaders work well with the leadership team. They have a shared understanding of how pupils and students learn best, which they use well to support teachers and classroom assistants. This makes a valuable contribution to a strong learning environment in the school that enables most pupils to thrive.

Leaders and managers address local and national priorities consistently. They focus on implementing priorities effectively in areas such as literacy, numeracy and supporting vulnerable learners.

The governing body has a clear understanding of its role and governors are well informed about the performance of the school. They support the school well as critical friends and provide a strong sense of direction.

Improving quality: Good

The headteacher and senior leadership team have a good and accurate understanding of how well the school is performing. A comprehensive review and planning cycle is well established across the school. It focuses appropriately on standards, teaching and learning and on ensuring that all learners achieve to their potential.

The school gathers information from a good range of sources to inform self-evaluation, including benchmarking data, value-added analysis of exam results, lesson observations, scrutiny of pupil work and pupil and parental feedback. The gathering of pupils' views is a particularly strong feature. The school also makes good use of external reviews to inform its judgements.

The school makes worthwhile use of the outcomes of self-evaluation to plan for improvement. The school improvement plan includes most of the priority areas identified from self-evaluation but the links are not always clear. These priorities have appropriate actions, resources and time scales. However, the school improvement plan lacks clear detail on outcomes in important areas such as improving standards.

Middle leaders have significant responsibility for reviewing and evaluating the work of their areas. All produce detailed self-evaluation reports that effectively identify key areas for improvement. Development plans include useful actions and coherent links to whole school priorities. However, improvement plans generally lack a sufficient focus on improving teaching and learning.

Meetings with line managers and middle leaders are regular and focussed and place a suitable attention on pupil outcomes. The annual review of performance, which includes an extensive analysis of examination results, plays a key role in the school's continuing improvement.

Progress against recommendations from the last inspection has been good.

Partnership working: Excellent

The school has developed very strong working relationships with a wide range of partners that make a successful contribution to provision and standards. These partnerships are very effective in promoting pupils' wellbeing and enhancing their learning experiences. In particular, the school's collaborative intervention work for vulnerable pupils is of high quality. There is a comprehensive and highly co-ordinated approach to identifying pupils with specific social and emotional needs in the school and across partner schools. Highly effective support programmes, involving relevant agencies, are then planned and put into place by the school to address the issues identified. Progress made by pupils on support programmes is monitored and evaluated closely. The support that pupils receive is adapted as their needs change and develop. The impact on improving pupils' social and emotional skills is significant.

Well-established partnerships with local providers are strong and the school takes a strategic lead where necessary. These links mean that there is a very wide range of good quality courses for learners to choose from, particularly in the sixth form. There are highly effective quality-assurance procedures in place to monitor course provision and outcomes. Transition work with partner primary schools is of a very high quality. It supports pupils effectively both academically and pastorally as they move between schools.

Links with the community are strong. Pupils raise significant sums of money for local and national charities. Links with external agencies and local businesses make beneficial contributions to the provision for learners' personal and social development, and experience of the world of work. Parents are well informed about the school's work and consulted on a range of school developments. They receive good quality information on their children's wellbeing and progress.

Resource management: Good

Staff at the school work very effectively together as a team. They co-operate successfully with colleagues in other schools and colleges to increase their professional knowledge and understanding. They share good practice constructively in this way and this has improved the quality of the school's provision.

Teaching and support staff are deployed effectively. They make good use of their time to plan and evaluate their work. The sixth form provision is cost-effective as a result of good partnership working with other providers.

Leaders make prudent use of financial resources and align spending plans very well to the school's development priorities. They maintain a suitable contingency fund that is used wisely to enhance the learning environment and upgrade resources when needed. Governors receive regular financial updates and monitor the school's spending closely.

In view of the overall judgement of standards, the school provides good value for money.

Appendix 1

Commentary on performance data

At key stage 3, the proportion of pupils attaining the core subject indicator has improved since 2010. In 2013, performance in this measure placed the school higher than the average for the family of schools but in the bottom quarter of schools with similar levels of free school meals. There is a comparable pattern for the individual core subjects, with performance at level 5 or above in both English and mathematics placing the school in the bottom quarter of similar schools based on entitlement to free school meals. However, in science, performance placed the school in the top quarter when compared with these schools.

In all three core subjects, performance at level 6 and above is above the average for the family of schools. It is strongest in mathematics and science. At level 7 and above, for all core subjects, performance compares well with that of similar schools and it is the strongest in mathematics.

Over the last four years, attainment at key stage 4 has improved. In 2012, performance in the indicator that includes English and mathematics was higher than the average of the family of schools and placed the school in the top quarter of schools with similar levels of free school meals. Unverified data for 2013 indicates that performance in this measure will again compare favourably with that of similar schools. There is a related pattern for the core subject indicator. Since 2008, performance in the level 2 threshold has increased steadily, although in 2012 it was below the average of the family and placed the school in the lower half of schools with similar levels of free school meals. Unverified data for 2013 indicates that this will be the case again. In 2012, the capped points score was just below the average for the family and placed the school in the top half of similar schools based on entitlement to free school meals.

No pupils leave the school without a qualification. The proportion staying on in full-time education after 16 is well above national figures. A small number of pupils have left school at 16 and are reported as being not in education, employment and training. This proportion is below local and national figures.

In the sixth form, students perform above the family and Wales averages for both the level 3 threshold and wider capped points score. Most students make progress in line with expectation.

At key stage 3, girls do better than boys in the core subject indicator and the gap is slightly larger than the family and national figures. This is largely due to the performance of boys in English where the gap is most pronounced. It is nearly twice the gap in the family of schools. In mathematics, the opposite is the case, with the gender gap less than that seen in the family of schools and nationally. At key stage 4, a similar pattern in English and mathematics was evident in 2012. However, unverified data for 2013, indicates a sound improvement in the performance of boys in English and in the range of wider qualifications that make up the level 2 threshold. Pupils with additional learning needs broadly achieve in line with expectations. In the

sixth form, both boys and girls achieve well at the level 3 threshold and in 2012 there was virtually no gap between their relative performance. Pupils entitled to free school meals generally achieve in line with expectations at both key stage 3 and 4.

In Welsh second language at key stage 3, performance has been above the average of the family of schools since 2008, although the gap has narrowed in the last two years. In 2013, outcomes at level 5 placed the school in the lower half of schools with similar levels of free school meals. At key stage 4 in 2012, around half of pupils achieve a level 2 threshold qualification in Welsh. Unverified data indicates that there is a corresponding pattern for 2013.

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	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	
I feel safe in my school	404	234 58%	164 41%	6 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		42%	53%	4%	1%	
The school deals well with any bullying	390	120 31%	213 55%	46 12%	11 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	58%	14%	3%	
I have someone to talk to if I am worried	403	159 39%	221 55%	23 6%	0 0%	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	402	114 28%	239 59%	43 11%	6 1%	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	404	260 64%	130 32%	12 3%	2 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	1%	
I am doing well at school	404	165 41%	227 56%	10 2%	2 0%	Rwy'n gwneud yn dda yn yr ysgol.
		31%	63%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	402	193 48%	201 50%	8 2%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		37%	56%	6%	1%	
My homework helps me to understand and improve my work in school	404	119 29%	225 56%	52 13%	8 2%	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	401	236 59%	146 36%	16 4%	3 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	404	61 15%	272 67%	62 15%	9 2%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	28%	6%	
Staff treat all pupils fairly and with respect	403	137 34%	215 53%	44 11%	7 2%	Mae staff yn trin pob disgybl yn deg ac yn

		Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	
			28%	51%	17%	5%	dangos parch atynt.
The school listens to our views and makes changes we suggest	399	89 22%	257 64%	46 12%	7 2%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.	
		15%	54%	26%	5%		
I am encouraged to do things for myself and to take on responsibility	401	168 42%	212 53%	19 5%	2 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.	
		33%	61%	5%	1%		
The school helps me to be ready for my next school, college or to start my working life	399	185 46%	189 47%	20 5%	5 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.	
		36%	55%	8%	1%		
The staff respect me and my background	402	175 44%	207 51%	18 4%	2 0%	Mae'r staff yn fy mharchu i a'm cefndir.	
		36%	54%	8%	2%		
The school helps me to understand and respect people from other backgrounds	402	184 46%	202 50%	15 4%	1 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.	
		35%	57%	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	160	76 48%	66 41%	14 9%	4 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%	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	114	44 39%	57 50%	10 9%	3 3%	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	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.	801	347 43%	421 53%	13 2%	4 0%	16	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	806	361 45%	411 51%	22 3%	8 1%	4	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.	810	389 48%	377 47%	27 3%	6 1%	11	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.	795	344 43%	389 49%	21 3%	2 0%	39	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	797	162 20%	473 59%	64 8%	15 2%	83	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	796	258 32%	461 58%	29 4%	1 0%	47	Mae'r addysgu yn dda.
		33%	58%	4%	1%		
Staff expect my child to work hard and do his or her best.	804	405 50%	364 45%	9 1%	1 0%	25	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.	794	245 31%	441 56%	39 5%	11 1%	58	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%	54%	8%	2%		
Staff treat all children fairly and with respect.	800	219 27%	403 50%	74 9%	18 2%	86	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.	804	218 27%	453 56%	50 6%	10 1%	73	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.	803	292 36%	467 58%	18 2%	2 0%	24	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		
My child receives appropriate additional	738	208 28%	333 45%	50 7%	9 1%	138	Mae fy mhlentyn yn cael cymorth

		Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
support in relation to any particular individual needs'.			31%	47%	7%	2%		ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	786	186 24%	419 53%	94 12%	26 3%	61	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.	806	243 30%	415 51%	94 12%	20 2%	34	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.	
		41%	49%	6%	2%			
I understand the school's procedure for dealing with complaints.	802	157 20%	404 50%	114 14%	25 3%	102	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.	798	227 28%	470 59%	34 4%	7 1%	60	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.	756	185 24%	355 47%	56 7%	8 1%	152	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.	
		26%	47%	8%	2%			
There is a good range of activities including trips or visits.	794	323 41%	390 49%	28 4%	5 1%	48	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		35%	50%	9%	2%			
The school is well run.	802	295 37%	435 54%	13 2%	9 1%	50	Mae'r ysgol yn cael ei rhedeg yn dda.	
		40%	49%	5%	2%			

Appendix 3

The inspection team

Robert Davies	Reporting Inspector
Edward Aneurin Peter Harris	Team Inspector
Andrew Herdman	Team Inspector
Rhian Wyn Griffiths	Team Inspector
Farrukh Khan	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Matthew David Salmon	Peer Inspector
Anne O'Brien	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.