



*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**

**Ysgol Gyfun Garth Olwg  
Main Road  
Church Village  
Pontypridd  
Rhondda Cynon Taf  
CF38 1DX**

**Date of inspection: May 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

Ysgol Gyfun Garth Olwg is a designated Welsh-medium secondary school which provides education for pupils aged 11-18. In September 2007, the school moved to a new building in Church Village, on the Garth Olwg campus near Pontypridd, and it is maintained by Rhondda Cynon Taf local authority. The majority of pupils live in Pontypridd and the surrounding villages. Eighteen point eight per cent of pupils live in the 20% most disadvantaged areas in Wales.

There are 829 pupils on roll, including 150 in the sixth form. Approximately 11% of pupils are entitled to free school meals, which is lower than the national percentage of 17.4%. Nineteen per cent of pupils are on the school's additional learning needs register. One pupil has a statement of special educational needs, in comparison with 2.7% nationally.

Five point five per cent of pupils are from Welsh-speaking homes. Nearly all pupils speak Welsh to a first language standard. Very few pupils are from ethnic minority or mixed backgrounds. There are no pupils who speak English as an additional language.

The headteacher was appointed in September 2012. The remainder of the senior management team were in post prior to that.

The individual school budget per pupil for Ysgol Gyfun Garth Olwg in 2012-2013 is £4,498. The maximum per pupil in secondary schools in Rhondda Cynon Taf is £4,830 and the minimum is £3,780. Ysgol Gyfun Garth Olwg is in fourth place out of the 19 secondary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Good features in the school's work include:

- progress in pupils' achievement in key stage 3;
- the good progress made in lessons by most pupils;
- the fact that pupils feel safe at school and that they have a very positive attitude towards learning;
- a wide range of valuable opportunities and extra-curricular experiences for pupils which promote their use of Welsh; and
- intervention programmes in Welsh and English which are in place to ensure that pupils with learning difficulties make relevant progress.

However, current progress is judged as adequate because:

- pupils' achievement in key stage 4, in the majority of indicators, is lower than in similar schools;
- pupils' performance at the higher levels in key stage 3 is lower than the family average and similar schools in the core subjects;
- planning across departments is not detailed enough to ensure significant progress in skills; and
- in a minority of subjects, teachers do not ensure that pupils respond to their observations regularly enough.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision for the school's strategic direction;
- the headteacher and the leadership team provide the school with good leadership and are supported by all members of staff;
- there is a tight structure of meetings to track progress against the aims of the improvement plan; and
- performance data is used effectively to set relevant and challenging targets for pupils in order to improve.

## Recommendations

- R1 Raise standards in key stage 4, particularly in the indicators that include Welsh or English and mathematics
- R2 Improve the performance of pupils in key stage 3, particularly the percentage who achieve the higher levels in comparison with similar schools
- R3 Develop pupils' oracy skills and writing skills
- R4 Improve teachers' questioning in order to stimulate more extended responses from pupils
- R5 Extend the role and contribution of middle leaders in the process of observing lessons
- R6 Ensure that the self-evaluation process is embedded firmly in the practice of all departments

### **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

In key stage 4 over the last two years, the school's performance in most indicators has placed it among the lower 50% in comparison with similar schools. Although there was some progress in 2012, this improvement does not raise the school to the same attainment levels achieved in 2009. In comparison with those in 2011, results in the core subject indicator in 2012 improved, but the school remains in the lower 50% in comparison with similar schools in terms of levels of entitlement to free school meals. In 2012, there was an increase in the percentage of pupils who achieved the level 2 threshold including Welsh/English and mathematics; however, again, this improvement did not raise the school to the top 50% in comparison with similar schools with similar levels of entitlement to free school meals.

In key stage 3, data shows an improvement in nearly all indicators in comparison with 2010 and 2011. The percentage of pupils who achieve the core subject indicator shows very good progress and is much better than the Welsh average. In addition, it is higher than expected based on the school's level of entitlement to free school meals.

Between 2009 and 2011, performance in Welsh in key stage 3 was much lower than the family of schools and placed the school among the lower 25% in comparison with similar schools. There was an improvement in 2012, but the school remains in the lower 50%. Performance in English over the last two years has placed the school among the lower 50%. The school's performance in mathematics is among the top 50% in comparison with similar schools, and is very close to the family average. In science, the school is among the top 25% and its performance is higher than the family average. However, in 2012, performance at level 6 or above was lower than the family average in Welsh, English, science and mathematics.

In the sixth form, the school's performance in the level 3 threshold over a period of three years has been fairly close to the family, local authority and Wales averages. Pupils' attainment and the wider points score have been significantly higher than the family, local authority and Wales averages.

The achievements of key stage 4 pupils who are entitled to free school meals in the core subject indicator are much higher than the family and Wales averages. However, in key stage 3, the achievements of pupils who are entitled to free school meals are lower than the family and Wales averages.

In the majority of indicators, there is no significant gap between the achievements of boys and girls, and the gap is smaller than the family and Wales averages. Pupils who receive additional support to improve weak reading and numeracy skills also make good progress. In addition, pupils with special educational needs make good progress in general. In 2012, very few pupils left school without a qualification or

without continuing in education. This number is higher than the family and Wales averages.

Most pupils make good progress in lessons. They build upon what they have learnt in previous lessons. Most pupils listen attentively to the teacher's presentation and, as a result, respond effectively to the lesson's respective tasks. However, a minority of pupils lack the confidence to express themselves clearly orally, and this can limit their ability to answer at length. In lessons, many pupils make good progress against learning objectives. They build well upon their information, skills and understanding. Most pupils work effectively individually, in pairs and in groups, and they are willing to share their opinions on the work with their peers. In many lessons, pupils make good progress and apply their thinking skills effectively.

The majority of pupils read confidently in both Welsh and English, and develop relevant writing and reading skills. They use subject vocabulary in a sophisticated way in order to analyse texts and form conclusions very effectively. In English lessons, most pupils hold lengthy discussions and respond intelligently to their peers' views. Many pupils write appropriately for a wide range of purposes and audiences in most subjects across the curriculum. In these subjects, they show a firm grasp of subject terminology.

Pupils make consistent progress in developing correct spelling and punctuation, but there are spelling and grammatical errors in the work of a minority of pupils. Pupils who are admitted to school with reading ages lower than their chronological age make very good progress by the end of key stage 3.

### **Wellbeing: Good**

Nearly all pupils enjoy school and they have a very positive attitude towards learning. Nearly all pupils concentrate well in lessons and participate well in the work that is set, either individually or in groups. In lessons and around the school, pupils behave exceptionally well. Pupils are polite and respond well to visitors. No pupil has been excluded permanently during the last four years.

Pupils feel safe at school and note that the school deals well with any incidents of bullying. Mentoring these pupils gives them valuable support and, along with strong support from the school's staff, this helps them to reduce the frequency and effect of bullying.

Many pupils take part in sports and other activities to develop their fitness. A high percentage take part in valuable cultural activities, such as Urdd competitions and a variety of concerts in the community. Pupils show their concern for others by raising money for a wide range of charities.

Attendance figures over the last four years have increased, and they are now higher than the average figures of the family, the local authority and Wales. The school is in the upper middle quartile in comparison with similar schools. In addition, most pupils arrive at lessons punctually. Through the activities of the school council and the eco group, many pupils contribute towards a variety of aspects of school life, including

the standard of teaching. As a result of the school council's work, the peer mentoring scheme has been established. Most pupils treat their peers with respect and develop effective social skills.

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

The school curriculum meets all of the statutory requirements. A wide range of courses is offered in key stage 4, within the school and in the sixth form in conjunction with other post-16 providers. The school's provision for the Welsh Baccalaureate Qualification offers a range of valuable experiences to pupils in key stage 4 and the sixth form.

Provision for transition is detailed and rigorous, and there are good links with the primary sector, which ensure effective continuity.

A good range of experiences is provided to expand pupils' awareness of Welsh culture and heritage. The school offers a wide range of valuable extra-curricular opportunities and experiences which also promote the pupils' use of Welsh. In addition, a comprehensive programme of external visits is arranged.

The school's provision for information and communication technology (ICT) is good. The literacy co-ordinator has developed provision significantly in a short period of time. The school has made creative use of technology to produce multi-media resources to capture pupils' attention and boost their motivation. Suitable opportunities to develop literacy, numeracy and thinking skills are identified in departments' schemes of work. However, planning for skills across departments is not detailed enough to ensure that all pupils make relevant progress. Specific provision for developing skills in Year 7 and Year 8 is beginning to make an appropriate contribution towards developing pupils' skills.

Pupils with learning difficulties or a reading delay are identified early. Intervention programmes are provided for them in Welsh and English, which ensure that they make relevant progress.

Appropriate provision is made for education for sustainable development and global citizenship through subjects such as geography, science and the Welsh Baccalaureate Qualification. The eco-group has been established recently and is beginning to have a positive effect on school life.

### **Teaching: Good**

Many teachers plan lessons carefully and the majority set high expectations. They have good subject knowledge and nearly all have a firm control of the class and an effective working relationship. Many teachers make imaginative use of teaching resources to maintain pupils' enthusiasm and interest.



In many lessons, clear and challenging learning goals are presented, along with a range of tasks, which stimulate and ensure progress. Most teachers are good language role models. Many teachers use suitable questioning techniques. However, some do not use follow-up questions effectively enough to promote extended answers.

In the few less effective lessons, teachers' expectations are not high enough. In addition, teachers in these lessons do not ensure that activities are suitable for the full range of ability. In these lessons, planning does not differentiate tasks appropriately for all pupils.

Most teachers give pupils constructive oral feedback, mark work carefully and give good guidance on how to improve. A few departments have developed inventive ways of ensuring that pupils respond to teachers' marking. However, in a minority of subjects, teachers do not ensure that pupils respond to their observations regularly enough. As a result, these pupils are unclear about how to move forward with their work. The majority of departments provide good opportunities for pupils to identify targets, self-assess and assess their peers. A minority of departments give pupils the opportunity to improve their grasp of language by using specific and challenging success criteria for expression.

The school provides appropriate reports for reporting to parents. However, there is some inconsistency in a very few teachers' interpretations of the criteria. The whole-school system for tracking pupils' progress is developing well and allows teachers and managers to identify pupils who are underachieving. The subsequent intervention is beginning to have a satisfactory effect on the achievement of specific groups of pupils.

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

The school promotes pupils' health and wellbeing very successfully. In addition, the school's personal and social education programme contributes well towards developing pupils' understanding of moral and social issues. 'A Minute to Reflect' in class and year assemblies makes a useful contribution towards developing pupils' spiritual understanding.

The school is successful in encouraging good attendance. There is a gradual, well-structured response for pupils whose attendance is a cause for concern. By consulting with pupils, an effective system has been established for encouraging good behaviour in the classroom. This system is managed well by progress leaders. Personal tutors monitor their pupils regularly and, along with mentors and learning coaches, they deliver valuable support and guidance in order to ensure that standards improve, on the whole, and that individuals reach their potential.

The school makes good use of a range of external agencies in order to support individual pupils and enrich the curriculum.

All pupils with additional learning needs are integrated fully into the school and follow the normal mainstream curriculum. A beneficial programme has been tailored to

provide useful support to all pupils in the intervention groups. As a result, these pupils achieve in line with their ability.

The school's arrangements for safeguarding pupils meet the requirements and are not a cause for concern.

**Learning environment: Good**

The school is a very friendly and inclusive community and all pupils have access to excellent resources to support their learning. Equal opportunities and diversity are promoted throughout the school by implementing clear and purposeful policies and procedures. The school has effective systems for ensuring an effective response to any incidents of racism or stereotyping.

The school is situated on a campus where the building is of a high standard. Classrooms and facilities, such as a theatre and good quality playing fields, offer a particularly stimulating working environment. There are attractive displays along the corridors and in most classrooms. They display photographs of pupils and Welsh idioms and phrases, which are beginning to contribute effectively towards the success of the aim to develop the school's inclusive Welsh ethos further. Purposeful use is made of the Lifelong Centre to develop pupils' relevant skills and community knowledge. The school's accommodation and grounds are maintained very well and are safe. The sports rooms, changing rooms and toilets are of high quality.

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

The headteacher's leadership and high expectations have led to significant improvements. Developing tight control systems has led to increased accountability among the senior management team and middle managers, in order to maintain and raise standards. The headteacher has a clear vision for the school's strategic direction, and gives a clear priority to good learning experiences for pupils and strong support for staff to develop professionally.

The headteacher receives effective support from all members of the senior team. All members of the leadership team act strategically on specific aspects of the school improvement plan. A strong feature of leadership is the tight structure of meetings to track progress against the aims of the school improvement plan. Clear lines of communication have guaranteed that all members of the leadership team are accountable for maintaining and raising standards. An important feature of senior management meetings is that they are challenged by the headteacher, as well as providing support for managers to develop their roles. Rigorous meetings are held each fortnight between middle managers and their line managers to ensure a high level of accountability. These meetings have a clear structure and an agreed agenda based on a systemic monitoring calendar. Minutes of these meetings identify responsibilities for implementation and appropriate

follow-up actions. These minutes, along with the headteacher's meetings with link managers, ensure that the headteacher has a firm grasp of the quality of departments' work and also give her an overview of their progress against targets.

Middle managers at the school have a sound awareness of their strengths and areas in need of improvement. Nearly all of them respond actively to the findings of departmental monitoring, such as giving pupils clear and purposeful feedback on their progress. Nearly all have a firm grasp of data analysis processes.

Performance management targets for all teaching staff are linked clearly to the priorities in the school improvement plan. A comprehensive in-service training programme is in place to support staff to achieve these performance targets. At present, middle managers are responsible for setting targets for members of their departments, but the senior leadership team observe teachers' lessons.

The full governing body are aware of the school's performance. They receive data and analyse it effectively, and are very aware of the areas in need of improvement. They play their part appropriately as critical friends. All departments have an appropriate link governor. Although they are not part of the departmental self-evaluation process. They are very supportive of the school's work.

The school has responded positively to local and national priorities in the school improvement plan. They have appointed literacy and numeracy co-ordinators in order to develop the school's skills plans, expand the options for 14-19 learners, and establish a scheme with Cardiff City Football Club to support more vulnerable pupils. However, it is too early to see the effect of this work on outcomes in key stage 4.

### **Improving quality: Adequate**

Since the new headteacher was appointed, the school is developing an increasing culture of self-evaluation. During the last year, evaluation has strengthened, but these rigorous activities have not had enough time to have a full effect on standards. There are systematic processes in place to collect first-hand evidence from lessons and pupils' work. As a result, the school has a clear and accurate understanding of its strengths and weaknesses. The whole-school self-evaluation report includes an appropriate evaluation of pupils' performance. It is a self-critical and honest document, which highlights strengths along with areas for improvement.

There are clear links between the findings of the self-evaluation report and planning for improvement. Within the school improvement plan, there are ambitious targets and purposeful strategies for achieving them. In a very short period of time, these strategies have had a positive effect on important areas for improvement, which were identified in a minority of departments, such as ensuring that all pupils make good progress in all subjects.

By working closely with their line managers, nearly all middle managers have developed their understanding of how to analyse data well. Heads of department produce comprehensive self-evaluation reports that draw appropriately on findings from scrutinising pupils' work. However, the majority do not observe the lessons of

members of their departments formally. Departmental improvement plans link clearly with findings from the self-evaluation process and whole-school priorities. Contained within these are purposeful strategies for improving standards. However, the majority do not include quantitative targets or specific costs.

The school has canvassed the opinions of pupils on the quality of teaching and their preferred learning styles. Staff are aware of the findings of this consultation, but the school has not evaluated staff's response to this work. The school has not systematically sought parents' opinions on the school's work.

The school has not responded in full to the recommendations of the last inspection.

Staff are given helpful support in a comprehensive programme of continuous professional development training, and helpful opportunities to observe each other teaching. Most are members of purposeful working groups. However, these have not had enough time to affect standards.

### **Partnership working: Good**

The school has established effective strategic partnerships with governors, parents, employers and relevant organisations in the community, which support the work of the school successfully. The school is part of an invaluable programme arranged in the county to support and develop pupils' confidence and boost their motivation. These partnerships have a positive influence on pupils' experiences and wellbeing.

Valuable co-operation with primary schools facilitates the transition process in Year 7. Pupils in Year 6 are given frequent opportunities to visit the school. Helpful curricular joint-planning has taken place to reinforce and develop numeracy through science from Year 5 to Year 8. The work that older students undertake with pupils in the partner schools is a successful element. All of these elements ensure effective continuity from one key stage to the next.

The school's education and employment programme is enriched by the education business partnership. Pupils from Year 7 to Year 10 visit local employers, experience business challenge days, and work with local employers during enterprise days. These provide valuable opportunities for preparing pupils for the workplace.

The school is now working effectively with partners within the consortia to expand the 14-19 curriculum and enrich pupils' learning experiences. The consortium's quality assurance procedures are rigorous.

### **Resource management: Adequate**

The school has suitably qualified staff to teach the curriculum. There is useful training for the very few teachers who teach outside their own specialism. The school makes good use of classroom assistants.

The headteacher and bursar manage the school budget very effectively. Careful monitoring and planning have led to a healthy financial situation. At present, there is

a surplus of £280,000. Governors have a helpful input to ensure expenditure on the school's strategic priorities. Performance management arrangements ensure relevant training to support teachers to undertake their jobs. The sixth form is cost effective.

In light of the adequate standards, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

In key stage 3 in 2012, there was a significant improvement in performance in the core subject indicator in comparison with the previous three years. Performance placed the school in the top 25% of similar schools in terms of levels of entitlement to free school meals for the first time. Since 2009, performance in Welsh in key stage 3 has shown a trend of improvement; however, in 2012, performance was still slightly lower than the average performance of the family of schools and the school remained among the lower 50% in comparison with similar schools in terms of levels of entitlement to free school meals. The picture for English also shows a significant improvement in comparison with 2009. Performance in 2012 was similar to the family average, but placed the school among the lower 50% of schools in comparison with those which have a similar level of entitlement to free school meals.

Performance in mathematics has improved since 2010 and is now close to the family average, placing the school among the top 25% in comparison with similar schools in terms of levels of entitlement to free school meals. In 2012, performance in science was higher than the family average and placed the school among the top 25% in comparison with similar schools in terms of levels of entitlement to free school meals. Performance at level 6 or above in the core subjects has been consistently lower than the family average. In 2012, performance at level 6 or above in Welsh, English and mathematics was among the bottom 25% in comparison with similar schools with similar levels of entitlement to free school meals, and science performance placed it among the lower 50% of similar schools.

In key stage 4 since 2010, results in the level 2 threshold including Welsh or English and mathematics, and the core subject indicator, have been below the average of the family of similar schools. Over the last two years, performance in both of these indicators has placed the school among the lower 50% of similar schools in terms of the levels of entitlement to free school meals. In 2012, performance in the level 2 threshold, including Welsh or English and mathematics, was lower than expected.

There is a similar picture in the level 2 threshold over the two year period.

Although there has been an improvement in the core subject results in comparison with those in 2011, the school's performance has been in the lower half in comparison with similar schools in terms of the levels of entitlement to free school meals during the last two years. In 2009, the school was among the top 25%, and in 2010 it was among the top 50% in comparison with similar schools. Over the last two years, performance in the level 1 threshold has also declined, taking the school from the top 50% of similar schools in 2010 to the lower 25% in 2011 and 2012. Since 2011, performance in the average capped wider points score has been lower than the family average in 2011 and 2012, and among the bottom 25% in comparison with similar schools with similar levels of entitlement to free school meals.

Over the last two years, there has been an improvement in performance in Welsh at level 2. In 2011, performance in this indicator was among the bottom 25% and in

2012 it was among the lower 50% in comparison with similar schools. There is a more consistent picture in performance in level 2 in English, with results over three years placing the school below the family average and in the lower half in comparison with similar schools with similar levels of entitlement to free school meals. Performance in mathematics at level 2 has been consistently lower than the family average and placed the school in the lower half in comparison with similar schools in terms of the levels of entitlement to free school meals in 2010, 2011 and 2012. Science is the subject which performs best at the school. Level 2 results are consistently above the family average and have placed the school in the top 25% of similar schools in terms of levels of entitlement to free school meals.

In comparison with their performance in previous key stages, on the whole, pupils make better progress from key stage 3 to key stage 4 than they do from key stage 2 to key stage 4, across the indicators.

In 2011, no pupils left the school without a qualification; however, in 2012, very few left without a qualification. This number is higher than the average for the family and Wales.

In the sixth form, pupils' performance is judged as adequate. In 2012, 95% of sixth form pupils achieved the level 3 threshold; this is lower than the averages for the family and Wales. However, the average points score is slightly higher than the averages for the family and Wales.

In key stage 4, boys' performance is lower than girls' performance in all key indicators. In 2012, these differences were lower than the family and Wales averages. In key stage 3, girls' achievements are better than boys' achievements in all key indicators, and these differences are higher than the family and Wales averages, except in Welsh, where the difference is lower than the family and Wales averages.

In key stage 4 in 2012, pupils who receive free school meals performed better than similar pupils in the family of schools in the level 2 threshold, including Welsh or English first language and mathematics.

In general, pupils with special educational needs make good progress.

## **Appendix 2**

### **Stakeholder satisfaction report**

#### **Responses to learner questionnaires**

Responses to the questionnaire were received from 164 pupils, who were chosen at random across the school. This sample represents under a quarter of all pupils at the school. Responses to many questions are similar or better than the responses of pupils from other secondary schools.

Most pupils feel safe at the school. Many feel that the school deals well with any bullying and most pupils note that they know whom to talk to if they are worried. The majority of pupils feel that others behave well. Many pupils feel that the school teaches them how to keep healthy and that there are plenty of opportunities at school to undertake regular exercise. In addition, most pupils feel that there is enough equipment at school for them to do their work.

Nearly all pupils feel that they are doing well and that teachers help them to learn and make progress. In addition, many pupils feel that the homework that is set builds well on what they are learning. Many pupils feel that staff treat all pupils fairly and with respect. Many pupils feel that the school listens to their opinions and makes changes suggested by them. This proportion is higher than the average proportion of pupils who say this in other secondary schools.

Nearly all pupils note that the school encourages them to take responsibility. In addition, many pupils feel that the school helps to prepare them for the next school, college or employment.

#### **Responses to parent questionnaires**

Estyn received 97 questionnaires from parents. This is lower than the proportion received from other secondary schools. In general, many parents are satisfied or very satisfied with the school.

Many parents say that their children like the school, make good progress and feel safe there. Many believe that pupils are well behaved and that their children develop to become more mature and to shoulder responsibilities. Many note that pupils are respected and treated fairly and they understand the school's procedure for dealing with complaints. In addition, many pupils feel that teaching is good and that their children make good progress at school.

Many parents feel that they receive good information about their child's progress and that the school prepares them well for moving on to the next school, college or employment. Many parents feel that there is a good range of activities, including trips or visits. Many parents are of the opinion that the school is well run.



## Appendix 3

### The inspection team

Ray Owen	Reporting Inspector
Rhian Griffiths	Team Inspector
Ceri Jones	Team Inspector
David Hughes	Team Inspector
Glenda Jones	Lay Inspector
Dewi Lake	Peer Inspector
Elizabeth West	School 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.