



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

**Cwmtawe Community School
Ffordd Parc Ynysderw
Pontardawe
Swansea
SA8 4EG**

Date of inspection: October 2012

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

Cwmtawe Community School is an 11-16 co-educational school in Neath Port Talbot local authority. There are 1,274 pupils on roll, compared with 1,207 at the time of the last inspection in October 2006. Most pupils come from Pontardawe and the surrounding area, with about 30% opting to attend the school from outside the normal catchment area. The school has two types of specialist teaching provision on site, one for dyslexic learners and the other specialising in autistic spectrum disorder.

The school's intake is from a varied social background and represents the full range of ability. The percentage of pupils eligible for free school meals is 18.7%, which is above the average of 17.1% for secondary schools. The school has 23% of pupils on the special educational needs register, compared with the national average of 19.6% for secondary schools.

About 4% of pupils come from minority ethnic groups and no pupils come from homes where English is not the first language. Fifteen per cent of pupils are fluent in Welsh because they are either from homes where the predominant language spoken is Welsh or have attended a Welsh-medium primary school.

The headteacher was appointed in January 2003 and since that time the senior management team and all middle managers have been appointed from within the school.

The 2012-2013 individual school budget per pupil for Cwmtawe Community School is £4,160 per pupil. The maximum per pupil in the secondary schools in Neath Port Talbot is £5,882 and the minimum is £3,808. Cwmtawe Community School is seventh out of the 11 secondary schools in Neath Port Talbot in terms of its school budget per pupil.

This inspection was used to pilot developments to the inspection process that Estyn is planning to introduce nationally in September 2013. These included a stronger focus on the inspection of numeracy and a reconfiguration of aspects of the report on management.

Summary

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

Current performance

Cwmtawe Community School is an excellent school because:

- pupils make very good progress and achieve high standards;
- there is a very strong ethos that places the needs of pupils at the centre of all aspects of school life;
- the quality of teaching is very high and has a considerable impact on sustaining standards that are well above expectations;
- the leadership of the headteacher and senior managers is outstanding; and
- there are very good procedures to promote pupils' wellbeing.

Prospects for improvement

The prospects for improvement are excellent because:

- there are strong management systems and very effective processes for self-evaluation, monitoring learners' performance and improving quality;
- the school has an excellent track record in securing improvement;
- there is very strong team working across the school and an effective programme of staff development; and
- there are very good initiatives in place that focus effectively on continuously improving teaching and learning.

Recommendations

R1 Raise standards in key stage 3;

R2 ensure that pupils that have the background and capacity complete a Welsh first language qualification at key stage 4; and

R3 improve the quality of marking to ensure greater rigour and consistency within and between subjects.

What happens next?

The school will draw up an action plan, which shows how the school 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?

Excellent

Standards: Excellent

In key stage 4, pupils' performance is outstanding. Over the last five years, the school has been in the top quarter of similar schools for nearly all the key indicators and there has been a constant trend of improvement. For the indicators that include English and mathematics, performance is well above modelled expectations.

Although performance has improved over the last four years in the core subject indicator at key stage 3, it still places the school in the lower half of similar schools. However, performance is above modelled expectations.

Pupils with additional learning needs make very good progress relative to their ability. The school is successfully narrowing the gap between the achievement of boys and girls, particularly in science. The difference in the performances of boys and girls is generally lower than the Wales and family averages in both key stage 3 and key stage 4. The performance of pupils eligible for free school meals in key stage 3 and key stage 4 has improved over the last three years. The difference in performance between pupils eligible for free school meals and those who do not has decreased over the same period and is better than the family average.

In 2012, 91% of pupils remained in full-time education at the end of key stage 4. This is significantly above the average for the local authority and for Wales. Just over one per cent of pupils leaving the school in summer 2012 are not in education, training or employment. This is much better than national and local averages. No pupil has left school without a qualification in the last five years.

Pupils make exceptional progress in each key stage in acquiring the skills and knowledge needed to move on to the next stage of learning. In nearly all lessons, standards are good or better, and in around half of these lessons standards are excellent.

Most pupils speak well in class. They use appropriate vocabulary and answer questions with clarity and confidence. Higher-ability pupils expand on their answers well and support their ideas and opinions effectively. Nearly all pupils speak well in group discussions and are able to share their ideas coherently with peers. They take turns in speaking and respect the answers of others. Most pupils listen well. They follow instructions and are attentive when others are talking.

Nearly all pupils use a suitable range of skills to extract information from texts. Many read texts in class with confidence and fluency. Higher ability pupils have good note-taking skills. They analyse and interpret texts with accuracy and have good skills in evaluating viewpoints and bias.

Most pupils write well for a variety of purposes and audiences. Many pupils use punctuation and grammar accurately and many are able to spell the key words that are relevant to their studies. However, a few pupils do not routinely write at length.

A majority of pupils develop their understanding of mathematical concepts well. They show an awareness of number processes and concepts and talk confidently about them. They have good problem solving skills.

Many pupils apply their numeracy skills well to subjects other than mathematics. They use the four rules of number with accuracy in basic calculations. Where appropriate, pupils present information in well-drawn bar charts and graphs. They discuss the interpretation of data well in pairs and small groups and evaluate the accuracy of results.

Standards in Welsh second language are good across both key stages with nearly all pupils securing a qualification at the end of key stage 4. Standards in key stage 3 have improved over the last three years. In key stage 4, over half the pupils follow the full GCSE course and many achieved a level 2 qualification. In 2012, the results for Welsh full course were significantly higher than the national average.

Wellbeing: Excellent

Nearly all pupils have an extremely positive attitude to their school work. They speak confidently, and with pride, about their work showing very high levels of motivation. These features have a significant impact on standards. Pupils' behaviour is exceptionally good in classes and around the school.

Many pupils take part in a wide range of interesting physical activities. They have a very good understanding of the benefits of a healthy lifestyle.

Pupil participation in decision-making through the school council is a strong feature. This has a positive influence on issues such as on the organisation of the school day and the quality of school meals. Many pupils on the Duke of Edinburgh's Award scheme participate well in effective community activities.

Younger pupils value the allocation of older pupils as peer mentors to support them and this helps them settle into school effectively. Peer mentors respond well to their added responsibility.

Pupils are involved in extensive charity work and raise very large amounts of money. They have very good social and life skills and are well prepared for the next phase in their lives.

Attendance levels have improved and compare well to those of similar schools.

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

The school provides a broad and balanced curriculum which meets statutory requirements and the needs of pupils.

In key stage 3, the curriculum includes a number of positive features. These include the opportunity for most pupils to study French, German and drama. The provision of additional sets in English and mathematics has a positive impact on standards.

There is a wide range of good vocational and academic courses in key stage 4. The school works well with a local college and other providers to ensure that nearly all pupils are able to follow their choice of learning pathways. Successful alternative provision is provided for vulnerable pupils through links with a local project.

The school provides an effective programme of literacy and numeracy classes in key stage 3 and additional support for these skills in key stage 4. The school makes very good use of data, including information from an online reading scheme, to plan further work for groups and individuals. This coherent programme contributes very effectively to the substantial progress pupils make in developing their literacy and numeracy skills.

Pupils have good opportunities to learn about education for sustainable development and global citizenship.

All pupils have opportunities to sit either the full course or short course Welsh second language. In 2010 and 2011, all pupils were entered for full course Welsh GCSE. However, there is no Welsh first language provision. The school promotes the Welsh dimension well through reference to Wales in subjects and the incidental use of Welsh by teachers.

Teaching: Excellent

The high quality of teaching is a major strength of the school. Nearly half the lessons have outstanding features. In these lessons, teachers plan very effectively to ensure high levels of pupil engagement. They use a wide range of very good methods and stimulating resources to produce high outcomes for all pupils. They ask thought-provoking and challenging questions to engage pupils and enhance their knowledge and understanding. The pace of lessons is brisk and encourages pupils to remain on task. In many lessons, there is extremely effective classroom management and very good professional relationships between teachers and pupils.

In a further half of lessons teaching is good. Teachers use their subject knowledge well to provide a high level of challenge and tasks to all pupils. They plan tasks and activities very well to meet the individual needs of pupils of all abilities. They use a range of relevant and up-to-date resources well.

The way teachers develop the individual skills of all pupils in all lessons is a significant strength of the school. In many classes pupils are encouraged to correct their own work and to assess the work of others. This is then validated by the teacher and contributes to promoting very high standards.

Many teachers provide pupils with constructive comments to help them to know how well they are doing and to improve their own learning. However, in a minority of subjects the approach to marking is not rigorous enough. In a few subjects, marking does not focus well enough on literacy and numeracy.

Teachers use the school's very high-quality data tracking system to collect data throughout the pupils' school career. This information is used very effectively to monitor the progress of pupils and to ensure that they keep to target throughout their

school career. All pupils are able to use their individual targets to help them to understand, manage and develop their learning. Underachievement is recognised and swiftly addressed at an individual level in most cases. Teachers and support staff work very well together to address the needs of individual pupils.

Parents receive informative reports at least twice a year. The school regularly informs parents about the progress of their child and school activities through a variety of methods. Communication and reporting to parents is highly effective and a great strength of the school.

Care, support and guidance: Excellent

The school has very good procedures to support pupils' emotional and physical health and wellbeing to ensure that pupils reach their full potential. These arrangements reinforce the expectation and culture of hard work and achievement and provide effective support for more vulnerable pupils. There is effective use of detailed target setting and regular, careful monitoring of pupils' progress.

Induction arrangements for pupils are very strong. The school recruits and develops pupils as peer mentors to younger children to provide on-going support with their work and other aspects of school life. The way peer mentoring is organised is exceptional.

The school provides very supportive and effective provision for pupils with additional learning needs through specialist programmes. These include effective withdrawal classes and in-class support. They plan specific programmes of study that develop learning and life skills thoroughly.

Individual education plans are detailed and helpful, and involve parents in the planning and review process. This has a positive impact on the very high outcomes pupils achieve. Plans are reviewed effectively on a regular basis. The dyslexia and autistic spectrum disorder programmes meet the needs of individual pupils very well. The school has very productive links with specialist services and external agencies to promote the health and wellbeing of individual pupils.

Pupils are encouraged to reflect on moral and spiritual issues through personal education lessons and assemblies. There is a good focus on social and cultural development within lessons and out-of-school activities.

The very good careers and options guidance programme provides targeted helpful advice to individuals and enables pupils to make well-informed choices.

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

Learning environment: Excellent

The school has an exceptional ethos based on very high expectations and the involvement of all pupils in learning and achievement. There is a very strong sense of community. Pupils feel valued and respond well to the inclusive culture of the school. The school has an atmosphere of tolerance and respect for diversity. Teachers deal with any cases of bullying or harassment effectively.

The accommodation is of very high quality, and provides a stimulating and attractive learning environment. The facilities for games and sport are very good and are enhanced by the opportunity for pupils to use the neighbouring leisure centre. The school has well maintained grounds.

The learning resources are of very good quality and meet the learning needs of the pupils well. These include a well-stocked library and very high quality information and communication technology facilities. Many colourful and informative displays aid learning, and highlight pupil achievement and the wider work of the school.

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

The leadership of the headteacher is outstanding. He communicates high expectations to the whole of the school community. Senior leaders support him very effectively in this and, as a team, they demonstrate a model of effective leadership and management. Senior leaders have successfully developed a positive school ethos where everyone is challenged to achieve outcomes that are well above expectations. They have a common mission and an extremely effective culture that has learning at its heart.

There is a very good link between the strategic aims of the school and the roles allocated to senior staff. Senior leaders plan effectively to meet national and local priorities and allocate the school's resources well to meet these. This is particularly successful in promoting high standards of literacy and numeracy, the 14-19 Learning Pathways and the School Effectiveness Framework.

The roles and responsibilities of senior leaders and managers are clearly defined and there is a coherent and effective allocation of responsibilities. There is an effective cycle of meetings for senior leaders, middle leaders and teachers. Communication across the school is effective with shared core values and clear common planning priorities.

The links between senior leaders and departments are exceptionally good. The high expectations of senior leaders influence the work of all departmental leaders. These enable middle leaders to set, monitor and report on realistic targets in an effective way. This has a very strong impact on provision and the maintenance of high standards.

Middle managers share a common vision for the school and their teams focus initiatives successfully on promoting high standards. There is a very good level of effective team working with high levels of accountability. This is a notable strength of the school.

The performance of staff is well managed and underperformance is successfully challenged. Leaders and managers appraise the performance of staff effectively. These procedures combine high levels of challenge and support and have been significant in promoting a culture of continuous school improvement. Individual and collective development needs are clearly identified and met.

Governors have a good understanding of their roles and are appropriately informed about the school's performance. They provide a good sense of direction for the school's work and are effective as critical friends.

Improving quality: Excellent

The school has comprehensive and robust systems in place to secure improvements. The quality of data collection and analysis, and the use of data to secure improvement are outstanding. Quality assurance procedures that operate between partnerships are effective.

The school takes very good account of the views of pupils and parents in the school self-evaluation process. They analyse and interpret data from pupil questionnaires exceptionally well. The school takes very good account of the views and opinions of the school council and this has led to substantial changes that have improved the quality of learning experiences. A specific example is the change to the school timetable to help pupils to stay focused during all lessons. Managers regularly listen to the views of learners as part of the 'walk around the school' initiative.

Self-evaluation and planning is a robust, regular and integral part of improving quality at the school. The self-evaluation report is evaluative and draws on a sufficiently wide range of data and evidence to support the judgements.

Senior leaders use the self-evaluation report well to develop the school improvement plan. This plan is detailed and identifies areas for school improvement clearly. There are very good strategies for how these will be achieved, the expected timescale for completion and how outcomes will be measured. Most departmental self-evaluation reports are detailed and evaluative. They give a realistic picture of the department's strengths and areas for improvement.

Departmental improvement plans are coherent and detailed. They show responsibilities, timescales and measureable outcomes. They reflect the whole school priorities very well. Departments use the targets in their improvement plan very well in departmental meetings to ensure that there is whole-school coherency to quality improvement.

The school has a well-established programme of lesson observations. Information from observations is used effectively to improve the quality of teaching and to improve the learning experience for all pupils. Teachers use information from observations well to set themselves challenging targets to improve the quality of learning experiences and outcomes for all pupils.

The school has addressed all of the recommendations from the last inspection report.

Partnership working: Good

The school works well with a range of partners to improve pupils' standards and wellbeing. There are very good links with partner primary schools to support transition and progression. These activities include the school funding a member of staff to work with partner primary schools to improve standards in Welsh second language.

The school has good links with a local college and other schools. These links enable the school to offer a wide range of courses at key stage 4 and support the effective transition for pupils to post-16 providers. Nearly all pupils are able to follow their preferred learning pathway. Regular meetings between key members of staff provide effective channels of communication and to assure the quality of collaborative courses well.

The school regularly samples the opinions of parents about school activities and their child's education. These surveys influence school development planning well. The partnership with employers and the local community is very good and the school participates in a wide variety of community events. The school has very well-developed links with providers of initial teacher training. There are strong links with a range of agencies, which support pupils' behavioural and emotional needs.

Resource management: Excellent

The school manages its resources extremely effectively. Teachers are very well deployed to teach the curriculum and classroom assistants provide very good support. There is a well-established professional development culture within the school that enables staff to develop their expertise and share effective practice both within the school and further afield. This has a strong impact on building the school's capacity for continuous improvement.

Appraisal and performance management systems are used well to identify and meet the development needs of staff. Teachers evaluate the impact of their own professional learning on pupils' standards and this has a very positive impact on standards.

Financial management is effective. There is a sensible balance between the responsibilities undertaken by governors and those delegated to the headteacher and business manager.

In view of the outstanding outcomes, the school provides excellent value for money.

Appendix 1

Commentary on performance data

In key stage 3, performance in the core subject indicator has improved over the last three years. In 2012 the outcome was higher than the local authority averages but slightly lower than the Wales averages. It was also lower than the family of similar schools average.

Performance in English has improved over the last three years and, although higher than the local authority and Wales averages, it remains in the bottom half of performance levels for similar schools. Performance in English at level 6 and above has declined slightly, but still places the school in the upper 50% of similar schools.

Performance in mathematics has improved steadily over the last three years and, though higher than the local authority and Wales averages, remains in the bottom half of performance levels of similar schools. At level 6 or above, performance in mathematics has improved over the last three years and is now in the top quartile of results for similar schools.

Performance in science has consistently placed the school in the upper 50% of similar schools. At the higher levels performance in science has placed the school in the highest 25% for the past five years. This is outstanding.

Pupils' progress from the previous key stage for 2011 was above expectations for the core subject indicator, English, mathematics and science.

In key stage 4, performance in the level 2 threshold including English and mathematics has improved steadily since 2008 and has been above the family average and local authority and Wales averages throughout this period. Performance is higher than modelled expectations and is outstanding. Provisional data for 2012 shows a further rise in the level 2 threshold including English and mathematics.

Performance in the core subject indicator shows a steady pattern of improvement up to 2011 though there was a slight dip in 2009. Performance in the level 2 threshold has been in the highest 25% and above the family average every year since 2008. Performance in the capped points score was above the family average for 2011. Provisional data for 2012 shows a further rise in both the level 2 threshold and capped points score. Performance in English, mathematics and science at level 2 shows continuous improvement over three years and is consistently above the family, local authority and Wales averages.

Performance in the level 1 threshold shows a consistently higher performance than the family, local authority and Wales averages over the past three years. Provisional data for 2012 shows an improvement in the level 1 threshold.

Pupils with additional learning needs make very good progress relative to their ability.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Parent Questionnaire / Arolwg Rhieni

Cwmtawe Comprehensive School

denotes the benchmark - this is a total of all the responses received to date from parents of pupils in secondary schools inspected since September 2010.

	Nifer o ymatebion / Number of responses	Nifer o ymatebion / Number of responses					Don't know / Ddim yn gwybod	
		Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf			
Overall I am satisfied with the school.	297	175 59%	111 38%	8 3%	1 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.	
		42%	52%	4%	1%			
My child likes this school.	297	183 62%	108 36%	1 0%	4 1%	1	Mae fy mhentyn yn hoffi'r ysgol hon.	
		46%	49%	4%	1%			
My child was helped to settle in well when he or she started at the school.	298	179 61%	106 36%	6 2%	2 1%	5	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.	
		49%	47%	3%	1%			
My child is making good progress at school.	296	164 57%	118 41%	4 1%	1 0%	9	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.	
		45%	49%	4%	1%			
Pupils behave well in school.	296	104 38%	156 58%	7 3%	4 1%	25	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.	
		22%	62%	13%	3%			
Teaching is good.	298	150 52%	135 47%	2 1%	0 0%	11	Mae'r addysgu yn dda.	
		35%	60%	5%	1%			
Staff expect my child to work hard and do his or her best.	298	191 65%	99 34%	2 1%	1 0%	5	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.	
		50%	47%	2%	1%			
The homework that is given builds well on what my child learns in school.	297	136 47%	137 47%	14 5%	3 1%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddyysgu yn yr ysgol.	
		32%	56%	9%	2%			
Staff treat all children fairly and with respect.	297	138 49%	123 44%	14 5%	6 2%	16	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.	
		34%	54%	10%	3%			
My child is encouraged to be healthy and to take regular exercise.	297	128 45%	142 50%	13 5%	0 0%	14	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.	
		34%	57%	7%	1%			
My child is safe at school.	297	153 53%	131 45%	1 0%	3 1%	9	Mae fy mhentyn yn ddiogel yn yr ysgol.	
		40%	55%	4%	1%			
My child receives appropriate additional support in relation to any particular individual needs.	285	108 44%	119 49%	14 6%	2 1%	42	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.	
		35%	55%	8%	2%			
I am kept well informed about my child's progress.	296	125 44%	130 46%	23 8%	6 2%	12	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.	
		34%	51%	12%	2%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	296	150 52%	123 43%	9 3%	5 2%	9	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.	
		42%	50%	6%	2%			
I understand the school's procedure for dealing with complaints.	297	97 38%	131 51%	24 9%	5 2%	40	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.	
		30%	57%	11%	2%			
The school helps my child to become more mature and take on responsibility.	295	143 51%	133 47%	6 2%	1 0%	12	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.	
		38%	56%	6%	1%			
My child is well prepared for moving on to the next school or college or work.	285	99 42%	123 52%	13 5%	2 1%	48	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.	
		32%	57%	10%	2%			
There is a good range of activities including trips or visits.	295	144 51%	123 43%	14 5%	4 1%	10	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		36%	53%	10%	2%			
The school is well run.	296	175 61%	102 36%	5 2%	4 1%	10	Mae'r ysgol yn cael ei rhedeg yn dda.	
		42%	52%	5%	2%			

Responses to learner questionnaires

Learner Questionnaire / Arolwg Disgyblion

All Pupils / Pob Disgybl

Cwmtawe Comprehensive School

denotes the benchmark - this is a total of all the responses received to date from pupils in secondary schools inspected since September 2010.

	Nifer o ymatebion Number of responses	Nifer o ymatebion / Number of responses				
		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	368	231 63%	135 37%	1 0%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		40%	55%	4%	1%	
The school deals well with any bullying	368	190 52%	164 45%	13 4%	1 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		24%	59%	14%	2%	
I have someone to talk to if I am worried	368	205 56%	156 42%	7 2%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		35%	55%	9%	2%	
The school teaches me how to keep healthy	368	191 52%	166 45%	10 3%	1 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		21%	57%	20%	3%	
There are plenty of opportunities at school for me to get regular exercise	366	251 69%	114 31%	1 0%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	47%	8%	1%	
I am doing well at school	368	169 46%	196 53%	3 1%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		30%	64%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	367	225 61%	138 38%	4 1%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		35%	57%	6%	1%	
My homework helps me to understand and improve my work in school	366	125 34%	205 56%	26 7%	10 3%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		18%	54%	22%	5%	
I have enough books and equipment, including computers, to do my work	366	242 66%	116 32%	7 2%	1 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		42%	49%	8%	1%	
Pupils behave well and I can get my work done	366	77 21%	242 66%	46 13%	1 0%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		9%	57%	28%	6%	
Staff treat all pupils fairly and with respect	366	176 48%	162 44%	23 6%	5 1%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		26%	52%	18%	5%	
The school listens to our views and makes changes we suggest	366	155 42%	176 48%	34 9%	1 0%	Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		14%	54%	27%	6%	
I am encouraged to do things for myself and to take on responsibility	364	193 53%	163 45%	6 2%	2 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		31%	63%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	365	219 60%	142 39%	4 1%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		34%	56%	9%	1%	
The staff respect me and my background	366	207 57%	149 41%	8 2%	2 1%	Mae'r staff yn fy mharchu i a'm cefndir.
		33%	57%	8%	2%	
The school helps me to understand and respect people from other backgrounds	365	198 54%	161 44%	6 2%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		31%	60%	8%	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	156	70 45%	74 47%	11 7%	1 1%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Fflwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		26%	54%	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	23	9 39%	9 39%	2 9%	3 13%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		26%	51%	16%	7%	

Appendix 3

The inspection team

Gareth Wynn Jones	Reporting Inspector
Peter Harris	Team Inspector
Gill Sims	Team Inspector
Bethan Whittall	Team Inspector
Vicky Pritt -Roberts	Team Inspector
Rhiannon Boardman	Lay Inspector
Julian Davis	Peer Inspector
Lee Hitchings	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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.