



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

**The Greenhill School
Heywood Lane
Tenby
Pembrokeshire
SA70 8BN**

Date of inspection: May 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Greenhill School is a mixed 11 to 18 comprehensive school located in the town of Tenby in Pembrokeshire. There are around 1,160 pupils on roll, of which approximately 230 are in the sixth form. These figures represent a decrease since the last inspection when there were around 1,320 pupils on roll.

The school serves the coastal towns of Tenby and Saundersfoot as well as over 100 square miles of the surrounding countryside. Just over 11% of pupils are entitled to free school meals, which is lower than the national average of 17.7%. Around 1% of pupils live in the 20% most deprived areas of Wales.

Around 33% of pupils have a special educational need. This figure is higher than the national average of 19.2%. Just over 1% of pupils have statements of special education needs. This figure is lower than the national average of 2.5% for Wales as a whole.

A very few pupils come from ethnic-minority backgrounds and receive support to learn English as an additional language. A very small number of pupils speak Welsh as their first language.

The current headteacher has been in post since 2009. A longstanding deputy headteacher retired at the end of 2013 and an assistant headteacher is currently acting as deputy headteacher. There are three other members of the main leadership team who have been in post for between three and 16 years.

At post-16, the school works with two other schools and a further education college as part of the South Pembrokeshire Federation. The Welsh Baccalaureate is delivered in the sixth form.

The individual school budget per pupil for The Greenhill School in 2013-2014 means that the budget is £4,308 per pupil. The maximum per pupil in the secondary schools in Pembrokeshire is £5,066 and the minimum is £4,134. The Greenhill School is fourth out of the eight secondary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

Good features of the school's work include:

- performance at key stage 4 in many headline indicators has improved sharply;
- performance of pupils entitled to free school meals has improved well;
- a majority of pupils develop their writing skills well and produce worthwhile extended pieces of written work;
- the school identifies and helps pupils effectively with weak literacy and numeracy skills; and
- there is an extensive range of well-attended extra-curricular activities that effectively enrich pupils' experiences.

However, current performance is judged to be adequate because:

- in a significant minority of lessons, pupils do not make enough progress;
- a few pupils are not punctual to lessons and display indifferent attitudes to their work in lessons;
- absenteeism and exclusion rates are too high;
- in around half of lessons, expectations are too low and activities do not sufficiently meet the needs of pupils; and
- procedures to ensure high standards of behaviour by all pupils are not consistently applied by all staff.

Prospects for improvement

The school's prospects for improvement are judged to be adequate because:

- leaders have been effective in improving many indicators at key stage 4 over the last three years and raising attendance rates in the last year;
- key strategies and policies focus suitably on raising standards and the school's vision is communicated effectively;
- senior leaders use data well to monitor performance and staff are increasingly being held account for the standards pupils achieve; and
- governors support the school appropriately to help bring about improvements.

However:

- leaders have not impacted consistently enough on the quality of teaching and learning that takes place in lessons;
- a few senior and middle leaders' roles are not clearly defined enough to ensure

that staff underperformance is tackled robustly;

- senior leaders do not use the findings from self-evaluation well enough to ensure that they are fully effective in improving provision; and
- senior leaders do not have robust quality assurance processes in place to ensure that weaknesses in teaching and learning are identified and challenged effectively.

Recommendations

R1 Improve standards of pupils' work in lessons

R2 Improve attendance and reduce exclusions

R3 Improve the quality of teaching

R4 Reduce the inconsistency in middle leadership across the school to ensure that all middle leaders lead their departments effectively

R5 Improve processes to strengthen the accountability of senior and middle leaders

R6 Improve the quality of self-evaluation and improvement planning processes to impact on the standards of pupils' work in class

What happens next?

The school will draw up an action plan to show 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

Over the last three years, performance at key stage 4 has improved sharply in many indicators. In 2013, performance in the headline indicator that includes English and mathematics is higher than that in similar schools. In the last three years, performance in the school's average wider capped points score has also improved steadily and compares favourably with performance in similar schools. However, performance in the level 1 indicator that includes a wide range of qualifications has been weak. Progress made by pupils from key stage 2 to the end of key stage 4 in many indicators is not strong and is below estimated performance in a minority of indicators.

The performance of boys has generally improved in most indicators over the last three years. However, in 2013, the difference between the performance of boys and girls in all core subjects is greater than the differences in similar schools and nationally. The performance of pupils entitled to free school meals has improved well in most headline indicators. Pupils with additional learning needs achieve in line with expectations.

At key stage 3, the proportion of pupils attaining the core subject indicator has been consistent over the last four years and is in line with that in similar schools. Performance in the separate core subjects demonstrates a similar pattern, although performance in English and science is stronger than that in mathematics.

In 2013, no pupil left the school without a qualification at key stage 4. The proportion staying on in full-time education after 16 is 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, performance has improved over the last three years and in 2013 it was above national and family averages. Most students make progress in line with expectations.

In over half of lessons, pupils gain secure knowledge and understanding and develop their skills well. They display an accurate recall of previous work and use this well to extend their learning into new areas. In these lessons, they engage with tasks and activities enthusiastically and produce work of a high standard. In a very few lessons, pupils use a wide range of skills to support their learning and demonstrate a very detailed understanding of the topics they are studying. These pupils respond very well to challenging activities, work effectively together and make perceptive contributions in class discussions. However, in a minority of lessons, pupils do not make as much progress as they should. In these lessons, many pupils are not sufficiently engaged in their learning to make worthwhile progress. Too frequently, they do not participate fully in activities or pay sufficient attention to the quality of their

work. Importantly, there are too many gaps in their work with tasks often left uncompleted or not attempted.

In over half of lessons, pupils listen attentively and respond effectively to their teacher and peers, building on others' comments in group discussions. The majority of pupils speak clearly and confidently. However, a minority of pupils do not participate willingly in group or class discussions and, in a few instances, they prevent lessons from progressing smoothly. A majority of pupils demonstrate competent reading skills and are able to extract information from a range of sources. Around half of pupils evaluate and analyse information well, and readily explain ideas and reason clearly.

A majority of pupils develop their writing skills well. They produce worthwhile extended pieces of written work and write for a variety of purposes and audiences, such as writing formal letters. However, a minority of pupils do not apply their writing skills well enough in around half of subjects. For example, in these lessons they do not proof-read or check the spellings of their written work sufficiently, which results in many careless spelling, punctuation and typing errors. In a majority of subjects, pupils make effective notes in their books. However, in a minority of subjects, pupils do not take sufficient pride in their work and they produce poor quality notes.

Generally, pupils use their numeracy skills well to support their work across the curriculum. For example, in geography they accurately use measuring skills to locate places using latitude and longitude. However, too often the presentation and accuracy of pupils' graph work to represent data in subject areas, such as mathematics and science, are careless.

In Welsh second language at key stage 4 pupils make worthwhile progress and many achieve a grade C or above in the subject at GCSE. At key stage 3, performance has been strong over recent years and it has been higher than that in similar schools.

Wellbeing: Adequate

Nearly all pupils feel safe and well supported in school and many consider that the school deals well with bullying. Many understand the importance of a healthy lifestyle and regular exercise and participate in an exceptionally wide range of extra-curricular activities.

Many pupils are actively involved in decision-making. The year councils and the school council have been effective in contributing towards important school developments, such as designing the school's website.

Over the last four years there has been a general trend of improvement in attendance rates, although these remain below those in similar schools. Unverified data from the school for the autumn term 2013 and spring term 2014 shows a significant improvement when compared with the same period in the previous year.

Generally, pupils behave well and a majority are ready to learn and participate enthusiastically in lessons. However, a few pupils do not actively engage in their learning, and the very few who cause disruption hamper the learning of others. A

few pupils are not punctual to lessons. The number of fixed-term exclusions is high and above the rates of the local authority and all Wales.

In the main, pupils are courteous and relate well to one another, to their teachers and to other adults. Many pupils are actively involved in school life and give very effective support to the local community across a wide range of activities. This helps pupils to develop their social and life skills well.

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

The school provides a broad and balanced curriculum, which offers a wide range of engaging learning experiences for pupils. The key stage 3 curriculum builds effectively on pupils' experiences in key stage 2. At key stage 4 and in the sixth form there is a comprehensive range of general and vocational options, a few of which are delivered in partnership with local schools and other partners.

The school is making appropriate progress on integrating the national literacy and numeracy framework into its work. A minority of subjects provide valuable opportunities for pupils to practise and improve their literacy skills. Plans to develop numeracy across the curriculum are at an early stage of development. The school identifies pupils with weak literacy and numeracy skills well and provides useful support for them. In addition, teaching assistants provide beneficial in-class support for these pupils.

Extra-curricular provision is a very strong feature of the school. There is an extensive range of very well-attended sporting, musical and other activities, which have a positive impact on pupils' achievement and wellbeing.

Provision for Welsh is organised well and enables pupils to make progress above expectations. At key stage 4, most are entered for full course Welsh second language GCSE, which is a strong feature. Pupils' understanding of Welsh culture and traditions is developed effectively through a range of subjects and extra-curricular activities, including an annual eisteddfod.

The school makes a suitable contribution to developing pupils' awareness of sustainability and global citizenship through pupil groups, work in several subjects and the personal and social education programme.

Teaching: Adequate

Teaching is effective in over half of lessons. In these lessons, teachers set high expectations for all pupils and they establish strong working relationships that create positive conditions for effective learning. Teachers use a range of useful activities that engage and sustain the interest of learners well. These lessons are well planned and activities build on previous knowledge and understanding successfully.

In a very few outstanding lessons, activities are highly challenging and paced well, and they engage pupils imaginatively. In these lessons, teachers' questioning

explores pupils' understanding highly effectively and develops pupils' critical thinking skills well. Well-crafted literacy activities, including the use of reading and writing strategies, support pupils' skills development particularly well.

In a minority of lessons, teaching has important weaknesses. In these lessons, teachers do not set high enough expectations for pupils and as a result pupils produce poor quality work. Furthermore, poorly planned activities do not sufficiently match the needs of pupils and this contributes to pupils switching off during lessons. In a very few lessons, teachers' classroom discipline is not effective enough. This coupled with a lack of pupil-engagement results in poor behaviour, disrupts the lesson and results in pupils making insufficient progress.

The majority of teachers mark work regularly and give pupils suitable written feedback. A minority of marking provides pupils with worthwhile guidance on how to improve. However, the quality of written comments is inconsistent across the school and comments in around half of the marking are too superficial or over congratulatory to be useful. Importantly, pupils do not routinely act on teachers' comments and advice to correct and improve their work.

The school uses a wide range of data well to track pupils' progress and to identify pupils who need support. Staff have access to comprehensive pupil data profiles, which identify strengths and weaknesses in pupils' skills. However, there is inconsistency in how staff use this information to support pupils in lessons.

Parents receive clear and informative reports on the achievement and progress of their children.

Care, support and guidance: Adequate

The school provides a caring and supportive environment that has a positive impact on many aspects of pupils' wellbeing and personal development. A range of learning experiences promotes pupils' moral, social and cultural development well. Assemblies and tutorial sessions provide suitable opportunities for reflection and help to promote pupils' spiritual development appropriately. The school helps pupils to adopt healthy lifestyles and has appropriate arrangements to promote healthy eating and drinking.

The school has suitable systems to monitor and improve attendance. However, procedures to ensure high standards of behaviour by all pupils in the school are not consistently applied by all staff, which contributes to high rates of fixed-term exclusions.

The school works well with a range of external agencies and specialist services to meet the specific needs of individual pupils. Learning coaches and the recently established mentoring programmes support appropriately pupils' wellbeing and academic progress. The school provides a range of valuable information for pupils and parents about options in key stage 4 and the sixth form, and career paths.

Individual educational plans for pupils with additional learning needs identify useful learning targets. Specialist support workers, from a range of external services, are

co-ordinated well and provide valuable support for individuals and groups of pupils. There are appropriate systems in place to ensure that parents of pupils with additional learning needs are informed about their child's education.

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

Learning environment: Good

The school has a caring, supportive and inclusive ethos that ensures equality of education and opportunity for all. It promotes respect for diversity and celebrates achievement well, and communicates these values effectively to pupils and parents. The school takes suitable account of pupils' backgrounds to make sure that all have equal access to the school curriculum. The school's extra-curricular provision makes a significant contribution to the school's ethos and sense of community.

The school provides a welcoming environment and is well resourced. The standard of accommodation has improved following a programme of refurbishment over the last three years. Displays in classrooms and around the school are well presented. They include pupils' work and experiences and celebrate their achievements. This enhances the school environment well. The exterior playing areas are generous in space and changing facilities and toilets are in appropriate condition. Pupils' opinions are listened to with regard to the development of the site and they have initiated improvements in several areas around the school. The school's physical environment, buildings and grounds are safe and are well maintained and managed.

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

The headteacher and senior leaders provide purposeful leadership. They have an ambitious vision for the school's development that has been communicated effectively to the school's staff, pupils and wider community. This contributes to a strong sense of team work and shared purpose across the school.

Working together, senior leaders have identified the key strategic priorities for the school, which include national and local priorities, such as improving attendance, reducing the impact of deprivation and improving literacy and numeracy. Senior leaders use data well to monitor performance and middle leaders are increasingly held to account for the standards that pupils achieve. This has begun to improve outcomes, particularly in the key indicators at key stage 4. However, there has not been enough impact on teaching and learning as standards are below expectations in a minority of lessons.

The school's management and committee structures are coherent. Regular meetings at all levels help to make the running of the school efficient and provide staff with the opportunity to contribute to achieving whole-school and team priorities. These meetings provide useful opportunities for staff to review pupils' progress and discuss aspects of provision. However, there is not enough emphasis on how to improve the quality of teaching and learning and promote best practice. This leads to

inconsistency in the implementation of whole-school policies such as those for behaviour and assessment. This is most noticeable in a few subject departments where middle leaders have not had enough impact on improving outcomes and the quality of provision within their subject.

Staff job descriptions generally set out specific roles and responsibilities suitably, with performance management arrangements helping to identify individual professional development priorities appropriately. However, a few senior and middle leaders' job descriptions do not define well enough the specific responsibilities for improving important areas of the school's work, such as for raising standards and the monitoring and tracking of pupils' progress.

The governing body provides appropriate oversight of all areas of the school's work. It is aware of the main strategic issues facing the school and of its current performance. Governors are all linked with departments in the school and belong to a suitable range of committees within the governing body. They support and challenge the school appropriately.

Improving quality: Adequate

The school's arrangements for self-evaluation and improvement planning have helped to achieve improvements in performance, particularly at key stage 4, and the performance of pupils entitled to free school meals. However, the processes have yet to lead to enough improvements in attendance, behaviour, and in teaching and learning in around half of lessons.

There is a regular cycle of a wide range of self-evaluation activities that draw on a comprehensive range of first hand evidence, including lesson observations, in depth reviews, work scrutiny, the views of pupils and parents and external evaluations. A few of these activities are well designed. For example, the senior leadership team departmental reviews are rigorous and comprehensive in scope, and they identify clear areas for improvement in relation to teaching and learning.

Even though the school has common criteria for evaluating standards, teaching and learning, there is inconsistency in how rigorously the criteria is applied. As a result, identified shortcomings in middle leadership, teaching and the progress made by pupils have not been rigorously tackled.

The school and departmental self-evaluation reports have a consistent format and evaluations are appropriately focused on identifying strengths and areas for improvement. The self-evaluation reports of a few departments are useful and provide an honest assessment of their work.

The school development plan is a clear and concise document that outlines areas for development identified from self-evaluation and national priorities such as developing literacy and numeracy. However, the plan omits a small number of issues identified through self-evaluation such as improving outcomes in the level 1 threshold and improving alternative provision for a small number of pupils whose needs are not met by the curriculum currently provided in key stage 4.

Departmental improvement plans vary too much in their quality. Although around half have actions based on areas for improvement identified through self-evaluation, they have only had a positive influence on performance in a minority of subjects. In the remaining half of departmental plans, actions do not link clearly to the outcomes of self-evaluation and they do not focus sufficiently on what needs to improve.

Partnership working: Good

The school has valuable working relationships with a wide range of partners. These links are helpful in improving the outcomes for vulnerable learners, and supporting the cultural and physical development of pupils.

Well-established partnerships with two local secondary schools and a work-based learning provider have extended the range of courses available to learners in key stage 4 and the sixth form. There are suitable quality-assurance procedures in place to monitor the provision and outcomes.

The school has developed a useful number of initiatives with its partner primary schools that contribute effectively to transition. There has been successful work by the Welsh department and Welsh co-ordinators in the primary schools to develop an interactive portfolio of each pupil's Welsh language skills. Other curriculum links, for example for literacy and numeracy, are in early stages of development.

Links with the community are strong. Pupils help to ensure the smooth running of local events, such as the annual iron man competition. The sporting and musical events held at the school are well supported by the community. Links with external agencies and local businesses make valuable contributions to pupils' personal and social development, and their experience of the world of work.

There are appropriate links with parents. They are suitably informed about the school's work and their children's wellbeing and progress. However, the school does not consistently inform parents of outcomes and any actions planned in response to parental opinion.

Resource management: Adequate

The school provides enough qualified teachers to cover all aspects of the school's curriculum effectively, with post-16 provision enhanced considerably through the local 14-19 consortium arrangements. Teaching and support staff are deployed appropriately to make best use of their knowledge and expertise.

Staff benefit from a useful range of professional development opportunities to increase their knowledge, skills and understanding. These include regular whole-school learning experiences, fixed-term leadership roles, secondment opportunities and a variety of external courses. However, these activities do not focus enough on sharing good practice within the school.

The school's business manager, working together with the headteacher, senior leaders and governors, monitors the school's finances closely. All expenditure is budgeted carefully and allocated to identified priorities. Over the last three years, the

school has effectively managed a budget decrease brought about by a significant fall in pupil numbers. Despite reductions in funding and staffing, the school continues to offer its pupils a full and balanced curriculum.

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

Appendix 1

Commentary on performance data

At key stage 3, the proportion of pupils attaining the core subject indicator has been consistently around four fifths of pupils over the last four years. This has generally been higher than the average performance in the family of schools, except in 2013 when it falls just below. Performance is above modelled expectations but places the school in the lower 50% of similar schools based on free-school-meal entitlement. In the two preceding years, performance placed the school in the top 25% and upper 50% of similar schools based on free-school-meal entitlement respectively. Performance in the separate core subjects displays a similar pattern, although performance in English and science is stronger than that in mathematics. At level 6 and above, performance has generally been strong in English and mathematics and places the school in the top 25% of similar schools based on free-school-meal entitlement. However, performance in science is weaker and places the school in the lower 50% of similar schools based on free-school-meal entitlement.

Over the last three years, attainment at key stage 4 in the level 2 threshold including English and mathematics has improved sharply. In 2013, performance in this measure is above modelled expectations, higher than the average of the family of schools and places the school in the top 25% of similar schools based on free-school-meal entitlement. Performance in the level 2 threshold has improved steadily over the last three years. In 2013, it is above the family average and places the school in the top 25% of similar schools based on free-school-meal entitlement. However, performance in the level 1 threshold has not been so strong. Although performance in this measure has improved over the last three years, in 2013 it is below the average of the family of schools and places the school in the bottom 25% of similar schools based on free-school-meal entitlement. This has been the case for the last three years. Progress made by pupils from key stage 2 to the end of key stage 4 in many indicators is not strong and is significantly below estimated performance for the core subject indicator and the level 1 threshold.

No pupils leave the school without a qualification. The proportion staying on in full-time education after 16 is 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, performance in the level 3 threshold has improved over the last three years and in 2013 is above national and family averages. Performance in the average wider points score has been strong over the few last years and has been consistently above both family and national averages. Most students make progress in line with expectations.

At key stage 3, boys' performance is better than the performance of girls in the core subject indicator, and boys' performance is better than family of schools and national averages. However, the performance of girls in this measure is below family of schools and national averages. At key stage 4, the performance of boys in the level 2 threshold including English and mathematics has generally improved over the last

three years. However, in 2013, the difference between the performance of boys and girls in this measure is greater than the national average. This is largely due to the strong performance by girls in English and, to a lesser extent, in mathematics that year. Pupils with additional learning needs and those entitled to free school meals achieve in line with expectations at both key stage 3 and key stage 4.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	272	115 42%	147 54%	7 3%	3 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	3%	1%	
The school deals well with any bullying	268	60 22%	167 62%	39 15%	2 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	2%	
I have someone to talk to if I am worried	271	72 27%	166 61%	30 11%	3 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	53%	8%	1%	
The school teaches me how to keep healthy	265	42 16%	143 54%	70 26%	10 4%	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	270	118 44%	122 45%	26 10%	4 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	2%	
I am doing well at school	270	81 30%	172 64%	15 6%	2 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	270	76 28%	174 64%	17 6%	3 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	269	30 11%	137 51%	81 30%	21 8%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I have enough books and equipment, including computers, to do my work	272	96 35%	151 56%	23 8%	2 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	271	18 7%	167 62%	74 27%	12 4%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	269	63 23%	155 58%	35 13%	16 6%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	51%	17%	4%	
The school listens to our views and makes changes we suggest	270	58 21%	134 50%	68 25%	10 4%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	270	86 32%	168 62%	14 5%	2 1%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	270	69 26%	153 57%	44 16%	4 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%	54%	9%	1%	
The staff respect me and my background	268	84 31%	156 58%	21 8%	7 3%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	272	77 28%	166 61%	26 10%	3 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	109	28 26%	56 51%	21 19%	4 4%	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	78	17 22%	43 55%	13 17%	5 6%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	50%	16%	6%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	408	118 29%	234 57%	37 9%	9 2%	10	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	408	137 34%	224 55%	31 8%	10 2%	6	Mae fy mhentyn 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.	410	148 36%	213 52%	32 8%	7 2%	10	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	405	146 36%	220 54%	25 6%	4 1%	10	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	399	50 13%	195 49%	58 15%	21 5%	75	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	55%	11%	3%		
Teaching is good.	396	74 19%	233 59%	39 10%	8 2%	42	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	409	144 35%	228 56%	16 4%	5 1%	16	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	409	71 17%	231 56%	58 14%	18 4%	31	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		31%	54%	8%	2%		
Staff treat all children fairly and with respect.	400	91 23%	200 50%	34 8%	17 4%	58	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	407	105 26%	235 58%	30 7%	6 1%	31	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	405	111 27%	248 61%	28 7%	4 1%	14	Mae fy mhentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child receives appropriate additional support in relation to any particular individual needs'.	385	102 26%	199 52%	29 8%	9 2%	46	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		
I am kept well informed about my child's progress.	405	88 22%	217 54%	66 16%	25 6%	9	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	410	123 30%	213 52%	45 11%	13 3%	16	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	408	79 19%	185 45%	58 14%	14 3%	72	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.	399	100 25%	226 57%	37 9%	7 2%	29	Mae'r ysgol yn helpu fy mhlentyn i ddoed yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	385	64 17%	186 48%	38 10%	14 4%	83	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%		
There is a good range of activities including trips or visits.	408	125 31%	221 54%	39 10%	7 2%	16	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	402	119 30%	215 53%	26 6%	16 4%	26	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Robert Davies	Reporting Inspector
Sue Halliwell	Team Inspector
Denise Wade	Team Inspector
Bethan Whittall	Team Inspector
Glenda Jones	Lay Inspector
Victoria Lambe	Peer Inspector
Martin Davis	Peer Inspector
Judith Jones	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.