



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ebbw Fawr Learning Community
Lime Avenue
Ebbw Vale
Blaenau Gwent
NP23 6GL**

Date of inspection: February 2016

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

Ebbw Fawr Learning Community is an English-medium 3-16 school maintained by Blaenau Gwent local authority. The school opened in 2012 as a 3-18 school after the closure of two local secondary and two primary schools. A third local primary school closed in August 2013 with a majority of those students joining the primary phase. The sixth form was removed at the end of 2012-2013.

There are 1,410 pupils on roll, with 1,060 in the secondary phase and 350 in the primary phase. The school moved into new primary buildings in November 2012 and new secondary buildings in November 2012 and September 2013. The primary and secondary phase buildings are approximately 1.5 miles apart. Around 24.4% of pupils are eligible for free school meals, which is above the national average for secondary schools at 17.4% and for primary schools which is 20.1%. Pupils are drawn from Ebbw Vale and the surrounding area. Around 28.4% of pupils live in the 20% most deprived areas in Wales. Nearly all pupils speak English as their first language and come from a white, British background.

The school receives pupils from the full ability range. The percentage of pupils with special educational needs is around 21%. The percentage of pupils who have a statement of special educational needs is 4%. The school has a learning resource for pupils with complex needs attached to the school and these pupils are included within the school roll.

The senior leadership team consists of the director and three phase directors. The director and two phase directors took up their posts in September 2012. An additional phase director started in September 2015.

The individual school budget per pupil for Ebbw Fawr Learning Community in 2015-2016 means that the budget is £4,654 per pupil.

Summary

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

Current performance

Current performance is adequate because:

- Performance according to teacher assessment and examination outcomes compares favourably with that in other schools with similar social and economic factors
- In lessons, many pupils make worthwhile progress in their reading, writing and numeracy skills; this is especially the case in the primary phase
- In nearly all lessons, pupils display positive attitudes to their learning and behave well
- In many lessons, especially in the in the primary phase, teachers have high expectations of pupils and plan their lessons carefully
- Pupils' performance in Welsh at all key stages is a strength of the school
- The care, support and guidance offered by the school have had a positive impact on pupils' wellbeing in the primary phase
- The school has developed a range of innovative and useful initiatives to help communication with parents

However:

- In a minority of lessons, mainly in the secondary phase, teachers' expectations of pupils are too low, lessons are conducted at a slow pace and tasks are not adapted to match pupils' individual learning needs
- In the secondary phase, a significant minority of pupils are concerned about bullying and the school does not deal with the issue well enough
- Fixed-term exclusion rates are high and have increased over the last three years
- In in the secondary phase, a majority of pupils lack confidence when discussing their work and offer only brief answers to their teachers' questions

Prospects for improvement

Prospects for improvement are adequate because:

- The director and senior leaders have a clear vision and strategic plan for improving teaching and learning
- There is a strong focus teamwork, which has been communicated successfully to most members of staff
- Leaders use data appropriately to monitor performance and generate action points for improvement
- The school has suitable plans to address many local and national priorities
- The whole school self-evaluation report is comprehensive and includes a

detailed appraisal of pupils' performance in teacher assessment and external examinations

However:

- The evaluation of pupils' wellbeing in the whole-school self-evaluation report does not align sufficiently with the evidence the school has gathered
- The school's planning for improvement does not focus strongly enough on wellbeing
- Until recently, leaders have not focused rigorously enough on dealing with bullying in the secondary phase

Recommendations

- R1 Improve the implementation of the school's procedures for safeguarding pupils' wellbeing in the secondary phase, by dealing effectively with any incidence of bullying
- R2 Improve pupils' independent learning and oracy skills in the secondary phase
- R3 Improve the quality of teaching, especially in the secondary phase
- R4 Ensure that self-evaluation and improvement planning draw on the whole range of evidence gathered by the school
- R5 Reduce the rate of fixed-term exclusions in the secondary phase
- R6 Ensure that the school meets requirements for the daily act of collective worship in the secondary phase

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. 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 about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Good

In the Foundation Phase over the last three years, pupils' performance at the expected outcome in literacy and mathematical development is variable but generally above the average for similar schools. At the higher outcome, pupils' performance in literacy places the school consistently in the top half of similar schools. Performance in mathematical development at the higher outcome has improved in 2015 and places the school in the top half of similar schools for the first time since 2013.

Since 2013, performance at the end of key stage 2 at level 4 or above has been generally above the average for similar schools in English, mathematics and science. However, at level 5 or above, performance in these subjects has been variable.

In key stage 3, there has been an upward trend in the proportion of pupils that achieve the core subject indicator. Performance in this indicator has been in the top quarter of similar schools according to free school meal eligibility and above the average for the family of schools in two of the last three years.

In key stage 4, performance has improved consistently in nearly all key indicators since 2013. During this period, performance in the level 2 threshold including English and mathematics has placed the school in the upper half or top quarter of similar schools based on free-school-meal eligibility, and has been above the family average and above modelled outcomes in the last two years. In general, pupils make worthwhile progress from previous key stages.

The performance of pupils eligible for free school meals is mixed. However, the performance of this group at the expected level in English and in the level 2 threshold including English and mathematics in key stage 4 has been above the average for the same group of pupils in similar schools for the last two years. In general, boys do not perform as well as girls, especially at the higher levels in key stage 2. However, boys' performance in key stage 4 in the level 2 threshold including English and mathematics has improved consistently and, in 2015, they have performed significantly better than the average for other boys in similar schools. In general, pupils with additional learning needs make very good progress against their targets.

At the end of Year 11, most pupils either continue their education in a school or further education college. Over the last three years only a very few pupils have left the school without a recognised qualification.

In lessons, most pupils display positive attitudes to their learning. In many lessons, they recall prior learning well and build on this to make good progress in their subject knowledge and skills.

In the Foundation Phase, many pupils have appropriate speaking and listening skills. By the end of Year 2, they are able to converse clearly, discussing experiences and

events confidently, and express simple opinions well. In key stage 2, many pupils listen to others attentively and adapt their conversations appropriately. Many are developing a good range of vocabulary and an appreciation of different points of view. In key stage 3 and key stage 4, in a minority of lessons, pupils discuss their ideas confidently and articulately. In these lessons, they use a wide general and subject-specific vocabulary. However, in the majority of cases, pupils lack confidence when speaking and offer brief, underdeveloped responses to teachers' questions.

In many lessons, pupils develop their thinking skills well and are able to draw suitable conclusions when examining evidence. However, in a minority of lessons in key stage 3 and key stage 4, pupils are too passive, which restricts the development of their independent thinking skills.

In the Foundation Phase, the standard of reading of most pupils is appropriate to their age. They read aloud with an increasing level of accuracy and fluency. By the end of key stage 2, most pupils are confident and competent readers. They are familiar with a range of reading strategies and understand the main content of the text well. Most can find information skilfully, for example by skim reading for the general content and scan reading for details. In key stage 3 and key stage 4, many pupils read fluently, and are able to select relevant information from text and use this to develop their understanding. A minority, however, stumble when encountering unfamiliar words and a few are unable to make sense of what they have read.

Across the school, most pupils write in a range of different genres effectively. In the Foundation Phase, most form letters correctly and show control over the size and orientation of their text. They use simple punctuation, full stops and capital letters with a reasonable degree of accuracy. In key stage 2, most pupils are able to write creatively and at length for a range of purposes and audiences, using a wide choice of vocabulary. Most use an increasing range of punctuation effectively to enhance their work. Their handwriting and presentation are good and their spelling is generally correct. Pupils apply their literacy skills well across the curriculum, such as when writing an account of a geography visit or when writing a poem about rivers. In key stage 3 and key stage 4, pupils produce suitable pieces of extended writing in many subjects. However, in a few subjects, pupils do not write at length frequently enough. Many pupils write with an appropriate level of accuracy and a majority, especially girls, express themselves thoughtfully and coherently. However, a minority of pupils make frequent spelling and grammatical errors, and a few write sentences that are confused and unclear.

Many pupils have sound number and measuring skills, and they apply these well in activities across the curriculum, for example to calculate the cost of a chocolate bar in key stage 2 and when measuring magic wands using standard measurements in the Foundation Phase. By the end of key stage 2, most pupils are able to solve problems accurately using a range of approaches, for example when solving flight timetables. In key stage 3 and key stage 4, many pupils apply their numeracy skills appropriately in a suitable range of subjects. Many, for example, are able to convert measurements between different units and a majority construct accurate bar and line charts.

Pupils' performance in Welsh at all key stages is a strength of the school. Over the last three years, performance at the expected levels in Welsh second language in key stage 2 and key stage 3 has improved, and in 2015 is above the average for similar schools. At key stage 4, entries for the full course are high and performance compares favourably with that in similar schools. Many pupils write accurately in Welsh and re-draft their work to make significant improvements to its quality.

Wellbeing: Unsatisfactory

In the primary phase, most pupils feel that the school deals well with any incidents of bullying. These pupils are happy and confident. However, in the secondary phase a significant minority of pupils are concerned about bullying and consider that the school does not deal with the issue well enough. This has a significant impact on pupils' wellbeing in the secondary phase of the school.

Most pupils demonstrate good behaviour during lessons and generally sustain an appropriate level of concentration during tasks. However, in the secondary phase, a few pupils exhibit poor behaviour during break times and when moving from lesson to lesson. In the secondary phase, fixed-term exclusions have increased over the last three years.

Many pupils make valuable progress in developing their social and life skills and most have positive attitudes towards improving their learning. In the primary phase, nearly all pupils demonstrate high levels of confidence when contributing to group and paired activities. However, in the secondary phase, a majority lack confidence when discussing their work in groups or when answering questions. This hinders the development of their speaking and interpersonal skills.

Most pupils have a clear understanding of the importance of healthy eating and drinking. They appreciate the value of regular exercise and around half of pupils participate in the wide range of extra-curricular physical activities on offer, such as the multi-sports club and the 5x60 programme.

The school council and eco committee make an appropriate contribution to school life. They are beginning to have influence and to take part in decision-making at the school, for example in playing a part in the staff recruitment process, in securing outdoor break time equipment, and in creating an eco-garden. Many pupils contribute successfully to their local community, for instance through their involvement with local re-generation projects, such as the refurbishment of Ebbw Vale RFC and participating in fundraising for the school and many local and national charities.

Pupils' attendance over the past three years compares favourably with that of similar schools. Nearly all pupils arrive punctually at the start of the day and for their lessons.

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

The school provides a broad and balanced curriculum, which meets statutory requirements. In the Foundation Phase and in key stage 2, there is an appropriate range of learning experiences that meet the needs of all learners. At key stage 4, pupils access a wide range of learning pathways, which includes suitable general and vocational subjects. The school responds positively to pupils' preferences when constructing their subject option menus. Useful links with the local college expand pupils' option choices in key stage 4. The school provides a wide range of beneficial extra-curricular activities including the Duke of Edinburgh award.

The school has made sound progress in the planning and delivery of the Literacy and Numeracy Framework, particularly in the Foundation Phase and key stage 2. The provision for the development of skills across the majority of subjects in key stage 3 and key stage 4 is strong. There are effective intervention programmes, which provide targeted support for pupils with weak basic literacy and numeracy skills. The school is planning suitably for the development of their information and communication technology (ICT) skills.

Provision for Welsh language development is strong across all key stages. There are many valuable opportunities for the pupils to promote the Welsh language as a 'Welsh Champion' or as part of the 'Bilingual Committee'. There are effective pupil blogs accessible to other pupils and staff, modelling language. The school has recently enhanced its provision by offering the full Welsh GCSE course for all pupils in Year 10. These initiatives are a particular strength of the school.

The school provides suitable opportunities through the curriculum and extra-curricular activities to develop the pupils' understanding and knowledge of global citizenship and sustainability. The Eco-group is proactive in seeking out useful opportunities to fund raise and to promote the principles of sustainability. For example, the group has surveyed the school grounds for areas that are susceptible to littering and ensured that more bins are provided in these areas.

Teaching: Adequate

Across the school, teaching ensures that pupils make worthwhile progress in many lessons. However, the overall quality of teaching and assessment in the primary phase is higher and more consistent than that in the secondary phase.

In most lessons, teachers have positive working relationships with pupils and are beneficial language models. In many lessons, teachers have high expectations of pupils and plan their lessons carefully to include a range of interesting activities that develop subject knowledge and skills. These lessons have distinct phases, which sustain pupils' interest and ensure a brisk pace. In these lessons, teachers are attentive and move around the classroom to offer individual pupils beneficial support to develop their reading, writing and numeracy. In a majority of lessons, teachers use open and follow-up questions well to probe and extend pupils' understanding. In a very few lessons, teachers have extremely high expectations of pupils and plan stimulating lessons that include progressively demanding tasks.

In a minority of lessons, teachers do not use questions to develop pupils' thinking well enough. In these lessons, teachers' expectations of pupils are too low and planned activities do not capture pupils' imagination, and consist of disjointed superficial tasks. These lessons are conducted at a slow pace and tasks are not adapted to match pupils' individual learning needs. These shortcomings are far more prevalent in the secondary phase than in the primary phase.

In most cases, marking of pupils' work is up-to-date. In many books, teachers write constructive comments and offer valuable advice on what pupils need to do to improve. In a very few cases, teachers offer careful and detailed assessment of pupils' work with constructive 'pwyntiau gweithredu' or action points to guide improvements. However, a minority of teachers' comments are not clear or specific enough to help pupils improve their work. In a majority of cases, teachers use success criteria well to allow pupils to assess their own work and that of others, and set useful targets for improvement.

Senior leaders track and analyse pupils' performance regularly and thoroughly. Leaders and teachers use information from this system well to plan helpful interventions. Reports to parents are clear and include useful information on pupils' progress with helpful targets for improvement.

Care, support and guidance: Unsatisfactory

The school provides a suitable programme of support for developing pupils' health and the majority of aspects of their wellbeing. The school's arrangements for safeguarding pupils meet requirements and have had a positive impact on pupils' wellbeing in the primary phase. However, the implementation of procedures for dealing with bullying in the secondary phase gives cause for concern.

The school has clear policies to promote good behaviour for learning in lessons. It has very recently strengthened its policies and arrangements for dealing with incidents of bullying and harassment. However, these are not applied consistently or successfully enough in the secondary phase.

There are effective arrangements for promoting healthy eating and drinking. For example, the secondary phase restaurant opens at 8 a.m. every morning for the 'healthy breakfast club'.

The school provides useful guidance to pupils and parents at important transition points, including between the primary and secondary phases. The school's strategy to improve engagement with parents has had a positive impact, which includes improving attendance. The development of the 'Chat@EFLC' outreach project is a notable innovation that is helping to strengthen community links.

In general, the school supports pupils' social, moral, spiritual and cultural development appropriately. Whole-school assemblies cover a wide range of important themes, for example internet safety. However, the school does not meet the statutory requirements for the daily act of collective worship.

Teachers and support staff at the school are well informed about pupils' individual needs, in particular those with additional learning needs. The learning resource base is well organised and well equipped, and the pupils who attend are fully involved in all aspects of school life. The school tracks the progress of pupils with additional learning needs well. However, in the majority of cases, targets in individual education plans for mainstream pupils are not measurable.

Learning environment: Good

The school has an inclusive ethos and aims to ensure equal opportunities for all pupils. In general, the school challenges stereotyping in pupils' attitudes suitably and aims to promote tolerance among all pupils. Many pupils feel valued and there are positive working relationships between many pupils and staff. The school has been particularly successful in developing a positive ethos within the primary phase.

The school's buildings are modern and spacious, and meet the needs of the curriculum appropriately. The dining area in the secondary phase is small but the school manages this aspect well.

The school is well decorated and there are stimulating displays of pupils' work that enhance the learning environment. In general, the school is well resourced although, in the secondary phase, there is no library. The school buildings and grounds are secure and well maintained.

The school benefits from good sized classrooms and makes effective use of the adjacent leisure centre.

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

Within a short period of time, due to a radical and complex re-structuring of the education provision in Ebbw Vale, the director and senior leaders have been innovative in establishing a new all age school. They have a clear vision and strategic plan for improving teaching and learning. There has been a strong focus on creating a culture of teamwork, based on the mission statement, 'Learning to Achieve Together'. This has contributed well to an overall improvement in performance at all key stages. However, leaders have not been successful enough in ensuring suitable levels of pupil wellbeing in the secondary phase.

There is a coherent structure of leadership groups at many levels with clear lines of accountability. Most leaders are effective in addressing underperformance and establishing improvement plans. Leaders use data appropriately to monitor performance and generate action points for improvement. However, until recently, leaders have not focused rigorously enough on improving pupils' wellbeing in the secondary phase.

All members of staff have clearly defined roles and responsibilities. There are robust performance management procedures for all staff, which identify and address whole school and individual training and development needs effectively.

In general, leaders have suitable plans to address many local and national priorities. Examples include implementing the National Literacy and Numeracy Framework, 'Iaith Pawb', and making effective use of the Pupil Deprivation Grant to improve outcomes for pupils eligible to receive free school meals.

Governors make a valuable contribution to the life of the school. They fulfil their role appropriately and generally have a clear understanding of most of the school's strengths and areas that require improvement. Governors visit the school regularly and have specific roles to monitor progress in subjects and areas of learning. There are suitable structures in place, within which the governing body can discuss and challenge school performance effectively, such as through their quality and standards committee. However, governors underestimate the shortcomings in terms of pupils' wellbeing in the secondary phase.

Improving quality: Adequate

The whole-school self-evaluation report is a concise and evaluative document. It contains a thorough and accurate appraisal of performance in all phases. While this report is generally accurate, the evaluation of the strengths and areas for improvement in wellbeing does not align sufficiently with the evidence gathered by the school. The school's improvement planning includes a range of suitable strategies to tackle many areas for improvement. However, the school does not attach sufficient weight to improving pupils' wellbeing in its planning.

The school has a calendar of useful self-evaluation activities, which include lesson observations and scrutiny of pupils' work. Records of these activities are generally useful in identifying strengths and areas for improvement. However, the overall quality of these is higher in the primary phase than in the secondary phase.

The school has been creative in its development of initiatives to gain the views of parents, for example through the 'Parent Forum' and the town centre 'Chat' facility. However, the school does not take sufficient account of the views of parents and pupils in important areas such as wellbeing and teaching. As a result, pupil voice does not play a full enough role in the school's self-evaluation procedures.

Departmental self-evaluation reports all follow a common format and address relevant aspects related to standards, teaching and leadership. Many of these reports include detailed and useful analyses of data. However, there is too much variation in the quality of these reports. A minority are too descriptive, and evaluations of teaching and wellbeing in a few departments do not draw sufficiently on first-hand evidence. Leaders of learning do not formally evaluate the impact of their work on pupils' wellbeing.

The whole-school development plan sets out the whole-school priorities clearly and most targets are measurable. There are clear links between the school self-evaluation report and the school development plan. The plan is fully costed and includes a range of worthwhile initiatives to improve standards. It also includes useful criteria to judge the success of individual actions and has milestones for monitoring and reviewing progress. However, the school's planning for improvement does not include a strong enough focus on wellbeing.

The primary phase improvement action plans are clear and comprehensive. A few plans include creative cross phase initiatives, for example development of the 'Cwricwlwm Cymreig'. Monitoring systems are robust. However, secondary phase departmental development plans vary in quality. The majority of these plans are suitable and link appropriately with departmental evaluation. However, a minority of plans have too many priorities, and do not include accurate costings, timescales or an indication of how success will be measured. In a few cases, priorities for improvement identified in the self-evaluation reports are not included in the improvement plans.

Partnership working: Good

The school has worthwhile and creative arrangements for partnership working, which contribute towards many beneficial opportunities for pupils.

There are effective links with partner primary schools to help pupils make a smooth transition to secondary school. The school engages very well with the local special school. As a result, there is enhanced and beneficial provision for a small group of pupils with special educational needs. Suitable procedures are in place to support vulnerable pupils in collaboration with an appropriate range of external agencies.

Worthwhile links with the local community and employers provide valuable opportunities and useful experiences for pupils. The school works effectively with the local college and other providers to extend the range of vocational courses available to pupils at key stage 4. The school's partnership with a local university enables staff to carry out valuable evidence-based research. This is beginning to have a positive impact on their professional practice and on outcomes such as improved attendance and in raising boys' attainment.

The school has introduced a range of innovative initiatives to improve communication with parents, which include an 'Ebbw Fawr app' and an informative and useful website. There is an active 'Parent, Teachers, Friends Association' and the school regularly holds coffee mornings for parents. These are beginning to have a positive impact on developing relationships with parents.

Resource management: Adequate

The school has enough suitably qualified teachers to meet the requirements of the curriculum and support learning in both phases. A few teachers from the secondary phase regularly teach in the primary phase, where younger pupils benefit from their subject expertise. This also widens teachers' experience and contributes to effective transition for primary pupils. Support staff make a valuable contribution to the life of the school and to the success of the many intervention strategies it uses to raise pupil outcomes.

Continuous professional development of staff is a strong feature of the school. Leaders support staff well by providing them with innovative training programmes, to meet their developmental needs and the priorities of the school. Leaders encourage staff to evaluate their own performance, share good practice and learn from colleagues. The 'triads programme', for example, enables teachers from different phases to work productively with one another.

There are effective systems to ensure that there is appropriate funding to support strategic priorities. The school utilises the Pupil Deprivation Grant well. As a result, outcomes for pupils eligible to receive free school meals have improved in both phases.

The school makes effective use of additional funding from a variety of sources. Planned developments are costed carefully and the director, business manager, governors and officers from the local authority monitor and review spending effectively.

Despite strong outcomes in teacher assessment and examinations, important shortcomings in pupils' wellbeing mean that the school provides adequate value for money.

Appendix 1

6775500 - Ebbw Fawr Learning Community

Number of pupils on roll	279
Pupils eligible for free school meals (FSM) - 3 year average	27.6
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	26	51	50	35
Achieving the Foundation Phase indicator (FPI) (%)	88.5	76.5	78.0	91.4
Benchmark quartile	1	3	3	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	26	51	50	35
Achieving outcome 5+ (%)	92.3	90.2	80.0	91.4
Benchmark quartile	1	2	3	2
Achieving outcome 6+ (%)	26.9	39.2	32.0	31.4
Benchmark quartile	2	1	2	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	26	51	50	35
Achieving outcome 5+ (%)	88.5	78.4	78.0	91.4
Benchmark quartile	2	4	4	2
Achieving outcome 6+ (%)	38.5	19.6	18.0	25.7
Benchmark quartile	1	3	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	26	51	50	35
Achieving outcome 5+ (%)	96.2	90.2	90.0	94.3
Benchmark quartile	2	3	3	3
Achieving outcome 6+ (%)	50.0	49.0	70.0	60.0
Benchmark quartile	1	2	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6775500 - Ebbw Fawr Learning Community

Number of pupils on roll	279
Pupils eligible for free school meals (FSM) - 3 year average	27.6
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	31	51	41	47
Achieving the core subject indicator (CSI) (%)	83.9	90.2	87.8	87.2
Benchmark quartile	2	1	2	2
English				
Number of pupils in cohort	31	51	41	47
Achieving level 4+ (%)	83.9	90.2	90.2	91.5
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	41.9	29.4	29.3	27.7
Benchmark quartile	1	3	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	31	51	41	47
Achieving level 4+ (%)	93.5	92.2	90.2	89.4
Benchmark quartile	1	1	2	2
Achieving level 5+ (%)	35.5	31.4	14.6	36.2
Benchmark quartile	2	2	4	2
Science				
Number of pupils in cohort	31	51	41	47
Achieving level 4+ (%)	90.3	92.2	92.7	89.4
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	38.7	29.4	19.5	31.9
Benchmark quartile	1	3	4	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6775500 - Ebbw Fawr Learning Community

Number of pupils on roll	1076
Pupils eligible for free school meals (FSM) - 3 year average	23.7
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	235	236	234	203		
Achieving the core subject indicator (CSI) (%)	63.4	71.6	80.8	83.3	80.3	83.9
Benchmark quartile	3	3	1	1		
English						
Number of pupils in cohort	235	236	234	203		
Achieving level 5+ (%)	73.2	82.2	88.5	87.7	84.8	87.9
Benchmark Quartile	3	1	1	1		
Achieving level 6+ (%)	29.4	30.5	45.3	52.7	43.9	52.6
Benchmark Quartile	2	3	1	1		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.		90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	235	236	234	203		
Achieving level 5+ (%)	74.5	77.5	82.1	85.2	86.2	88.7
Benchmark Quartile	3	4	3	3		
Achieving level 6+ (%)	41.3	36.9	46.2	62.6	53.2	59.5
Benchmark Quartile	2	4	3	1		
Science						
Number of pupils in cohort	235	236	234	203		
Achieving level 5+ (%)	75.3	86.9	93.6	90.6	89.5	91.8
Benchmark Quartile	4	2	1	3		
Achieving level 6+ (%)	25.5	40.7	43.6	58.1	48.7	58.5
Benchmark Quartile	4	2	3	1		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6775500 - Ebbw Fawr Learning Community

Number of pupils on roll	1076
Pupils eligible for free school meals (FSM) - 3 year average	23.7
FSM band	4 (20%<FSM<=30%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	251	237	234	230		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	39.0	43.9	53.0	54.3	51.1	57.9
Benchmark quartile	3	2	1	2		
Achieved the level 2 threshold	76.1	66.2	72.2	80.9	78.9	84.1
Benchmark quartile	2	3	4	3		
Achieved the level 1 threshold	90.0	92.4	93.6	95.7	95.8	94.4
Benchmark quartile	3	3	3	3		
Achieved the core subject indicator (CSI)	38.2	41.8	46.6	41.3	46.7	54.8
Benchmark quartile	3	2	3	4		
Average capped wider points score per pupil	321.2	311.6	321.6	328.9	333.1	343.5
Benchmark quartile	2	3	4	3		
Average capped wider points score plus per pupil	310.0	307.1	318.8	325.2	327.9	338.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	9.6	7.6	12.8	8.3	10.2	16.6
Benchmark quartile	.	.	.	.
Achieved A*-C in English	60.6	60.8	65.8	69.6	61.7	68.6
Benchmark quartile	1	1	1	1		
Achieved A*-C in mathematics	42.2	47.7	58.5	59.1	58.7	64.4
Benchmark quartile	3	3	2	2		
Achieved A*-C in science	75.7	62.4	75.6	68.7	83.5	84.0
Benchmark quartile	2	4	3	4		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		75.2
Benchmark quartile	.	.	.	.

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6775500 - Ebbw Fawr Learning Community

Number of pupils on roll 1076
 Pupils eligible for free school meals (FSM) - 3 year average 23.7
 FSM band 4 (20%<FSM<=30%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	58	57	50	52		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	19.0	19.3	28.0	30.8	28.4	31.6
Achieved the level 2 threshold	55.2	40.4	38.0	71.2	64.3	69.4
Achieved the level 1 threshold	77.6	82.5	80.0	90.4	90.8	89.4
Achieved the core subject indicator (CSI)	17.2	15.8	22.0	26.9	26.4	29.3
Average capped wider points score per pupil	263.2	253.7	246.2	301.4	299.0	303.7
Average capped wider points score plus per pupil	250.9	247.0	244.8	295.2	291.6	296.4
Achieved five or more GCSE grades A*-A	1.7	1.8	2.0	1.9	4.7	4.3
Achieved A*-C in English	34.5	35.1	36.0	48.1	40.4	45.1
Achieved A*-C in mathematics	20.7	24.6	34.0	38.5	37.4	39.2
Achieved A*-C in science	58.6	43.9	50.0	65.4	74.3	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		51.5

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

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6775500 - Ebbw Fawr Learning Community

Number of pupils on roll in sixth form

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	50	50	.	.		
Average wider points score per pupil	528.7	664.9	.	.	732.1	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	39	45	.	.		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	100.0	100.0	.	.	94.2	97.0
Achieved 3 A*-A at A level or equivalent	5.1	4.4	.	.	2.3	7.9
Achieved 3 A*-C at A level or equivalent	25.6	51.1	.	.	54.5	68.1

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

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More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary questionnaire (overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	98	95 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	98	82 84%	16 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	98	92 94%	6 6%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	98	92 94%	6 6%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	97	93 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	98	95 97%	3 3%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	98	96 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	98	95 97%	3 3%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	98	85 87%	13 13%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	98	93 95%	5 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	98	81 83%	17 17%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	98	84 86%	14 14%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

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	274	60	170	33	11	Rwy'n teimlo'n ddiogel yn fy ysgol.
		22%	62%	12%	4%	
The school deals well with any bullying	274	28	130	86	30	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		10%	47%	31%	11%	
I have someone to talk to if I am worried	270	82	154	22	12	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		30%	57%	8%	4%	
The school teaches me how to keep healthy	272	37	147	75	13	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		14%	54%	28%	5%	
There are plenty of opportunities at school for me to get regular exercise	272	89	135	35	13	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		33%	50%	13%	5%	
I am doing well at school	274	73	167	22	12	Rwy'n gwneud yn dda yn yr ysgol.
		27%	61%	8%	4%	
The teachers help me to learn and make progress and they help me when I have problems	272	72	155	37	8	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		26%	57%	14%	3%	
My homework helps me to understand and improve my work in school	274	34	133	72	35	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		12%	49%	26%	13%	
I have enough books and equipment, including computers, to do my work	274	111	135	21	7	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		41%	49%	8%	3%	
Pupils behave well and I can get my work done	273	9	82	122	60	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		3%	30%	45%	22%	
Staff treat all pupils fairly and with respect	273	36	138	70	29	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		13%	51%	26%	11%	
The school listens to our views and makes changes we suggest	270	18	122	98	32	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		7%	45%	36%	12%	
I am encouraged to do things for myself and to take on responsibility	275	68	178	22	7	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		25%	65%	8%	3%	
		34%	60%	5%	1%	

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school helps me to be ready for my next school, college or to start my working life	271		68 25%	153 56%	34 13%	16 6%	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	274		75 27%	163 59%	23 8%	13 5%	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	273		72 26%	168 62%	25 9%	8 3%	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	127		35 28%	61 48%	23 18%	8 6%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	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	33		4 12%	16 48%	8 24%	5 15%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	7%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	133	26 20%	79 59%	18 14%	10 8%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	134	29 22%	76 57%	21 16%	8 6%	3	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	128	31 24%	80 62%	9 7%	8 6%	9	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	131	39 30%	71 54%	15 11%	6 5%	6	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	120	5 4%	49 41%	44 37%	22 18%	17	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	120	22 18%	76 63%	13 11%	9 8%	17	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	129	39 30%	77 60%	10 8%	3 2%	8	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	128	21 16%	74 58%	21 16%	12 9%	9	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	116	21 18%	59 51%	24 21%	12 10%	19	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	125	26 21%	78 62%	16 13%	5 4%	12	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	129	25 19%	77 60%	13 10%	14 11%	8	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	104	27 26%	52 50%	15 14%	10 10%	31	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	135	29 21%	62 46%	34 25%	10 7%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	134	34 25%	68 51%	21 16%	11 8%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	121	19 16%	73 60%	22 18%	7 6%	16	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	120	25 21%	72 60%	14 12%	9 8%	14	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	96	14 15%	51 53%	21 22%	10 10%	39	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	119	15 13%	60 50%	38 32%	6 5%	16	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	116	15 13%	56 48%	27 23%	18 16%	21	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Ceri Jones	Reporting Inspector
Mr Tony Bate	Team Inspector
Mr Huw Watkins	Team Inspector
Mr Richard Mark Tither	Team Inspector
Mrs Delyth Gray	Team Inspector
Mrs Bethan Whittall	Team Inspector
Ms Carole Rees	Team Inspector
Mr Hywel Jones	Team Inspector
Mrs Andrea Louise Davies	Lay Inspector
Mrs Eithne Theresa Hughes	Peer Inspector
Saul Graydon (Deputy Head)	Nominee

Copies of the report

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

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

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form 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 nine other schools with similar proportions of pupils: eligible for 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 the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of 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.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.