



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

**Sir Thomas Picton School
Queensway
Haverfordwest
Pembrokeshire
SA61 2NX**

Date of inspection: January 2015

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

Sir Thomas Picton School is an 11 to 18 mixed community school maintained by Pembrokeshire local authority. There are currently 1,220 pupils on roll, including 254 in the sixth form. This compares with 1,169, including 201 in the sixth form, at the time of the previous inspection in January 2010.

The school serves Haverfordwest, Neyland and the surrounding rural area. Around 12.6% of the pupils are eligible for free school meals, which is lower than the national average of 17.4%.

Around 2% pupils are from Welsh-speaking homes. Around 2% of pupils receive support for English as an additional language. Twenty-two percent of pupils have special educational needs, which compares with the national average of 20.1%. Around 2% of pupils have a statement of special educational needs, which is lower than the national average of 2.4%.

The current headteacher has been in post since September 2013. The senior leadership team consists of the headteacher, two deputy headteachers, four assistant headteachers, the school business manager and three associate members seconded from middle leaders within the school

The individual school budget per pupil for Sir Thomas Picton School in 2014-2015 is £4,178 per pupil. The maximum per pupil in the secondary schools in Pembrokeshire is £5140 and the minimum is £4,093. Sir Thomas Picton School is sixth 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

The school is adequate because:

- Pupils demonstrate positive attitudes when arriving at lessons, and apply themselves quickly to their work
- In a majority of lessons, pupils gain secure knowledge and understanding and develop a range of skills well
- Pupils' achieve well in science and Welsh at key stage 4
- Many pupils attend a wide range of sporting and musical activities
- The school has an inclusive and supportive ethos

However:

- In a minority of lessons, pupils do not make enough progress
- In a few lessons, teachers' expectations are too low and activities do not sufficiently engage or meet the needs of pupils
- Pupils' performance in the indicators that include English and mathematics is currently below the average for similar schools
- Attendance rates are not improving fast enough
- Individual educational plans do not identify learning targets

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher and senior leaders demonstrate effective leadership across the school and communicate their vision for improvement well
- Governors have a secure understanding about the performance of the school and the quality of provision
- Senior leaders use data well to monitor performance and middle leaders are increasingly held to account for the standards that pupils achieve
- The senior leadership team have identified key strategic priorities for the school, which are coherent with national priorities such as reducing the impact of deprivation and improving pupils' literacy and numeracy skills
- Well-established partnerships with local providers are strong

However:

- The quality of middle leadership is too variable
- The school's self-evaluation report does not highlight important areas for development well enough
- There is inconsistency in the quality and rigour of middle leaders' self-evaluation

Recommendations

- R1 Raise standards and improve performance across key stage 3 and key stage 4, particularly that of boys
- R2 Improve the leadership skills of middle leaders
- R3 Improve the quality of self-evaluation and improvement planning by middle leaders
- R4 Improve pupils' attendance
- R5 Address the health and safety concerns raised during the inspection

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The school's performance at key stage 4 in those indicators that include English and mathematics has declined over the past three years. In 2014, this places the school in the lower 50% of similar schools in terms of eligibility for free school meals, having placed it in the upper 50% in the two previous years. Performance in the level 2 threshold has fluctuated, although for the last three years it has been above the family average. However, in 2014, performance in this indicator has moved the school from the upper 50% to the lower 50% of similar schools. Although performance in the level 1 threshold has improved, this still places the school in the lower 50% of similar schools based on free school meal eligibility. In 2014, no pupils left the school without a qualification.

In the sixth form, performance in the level 3 threshold has been above national and family averages for the past four years. Performance in the average wider points score has fluctuated but has been significantly above both family and national averages during this time.

At key stage 3, the proportion of pupils attaining English, mathematics and science combined has increased over the last four years. However, this performance still places the school in the bottom 25% of similar schools based on free school meal eligibility. In 2014, performance is below modelled expectations.

In 2014, at key stage 4, girls perform better than boys and the gap between their performance is larger than the family and national averages for many of the key indicators, particularly ones that include English and mathematics. In key stage 3, performance of pupils eligible for free school meals in the core subject indicator declined for the three years to 2014. Although pupils eligible for free school meals have generally achieved above expectations at key stage 4, at key stage 3 pupils' performance is below expectations. Pupils with special educational needs achieve well.

Pupils' performance in Welsh second language at key stage 3 has improved significantly over the last four years and now places the school in the top 25% of similar schools based on free school meal eligibility. In 2014, in key stage 4, many pupils have achieved a level 2 threshold qualification in the Welsh second language full course. This is a significant improvement on previous years and a strong outcome.

In many lessons, pupils gain secure knowledge and understanding, and develop appropriate skills. They progress through tasks and activities well and demonstrate a competent grasp of key subject concepts. They apply their understanding well to new and unfamiliar situations. Most pupils have a full and accurate recall of the content of their work. In a minority of lessons, pupils respond well to challenging activities and are able to provide suitable comments on their work and the work of

others. They are able effectively to plan, design and refine work while also acting on advice to make further improvements. In a few lessons, pupils do not make as much progress as they should. These pupils do not complete tasks to the standard that they could achieve and they often have a limited or incomplete understanding of their work.

Most pupils listen attentively and respond effectively to their teacher and peers, building on others' comments in group discussion. The majority of pupils speak clearly and confidently. A minority of pupils ask searching questions of their teachers and of each other. A few pupils lack fluency and confidence in their oral work and these pupils do not participate willingly in group or class discussions. Many pupils demonstrate sound reading skills and are able to extract information from a range of sources. Many pupils evaluate and analyse information well, and are able to explain ideas and reason clearly. The majority of pupils make appropriate notes, and select appropriate information to reach conclusions.

A majority of pupils produce comprehensive and extended pieces of written work and can write for a variety of purposes and audiences. In a few subjects, pupils produce work to a very high standard, and use creative language effectively for specific written tasks. Many pupils use a wide range of subject-specific vocabulary well to compare and evaluate their work competently. They are able to describe events and processes clearly. A minority of pupils do not write at length and produce work of variable quality. Furthermore, a minority of pupils do not spell subject specific words correctly and make basic punctuation errors, such as incorrect use of capital letters.

Many pupils make strong progress in developing their numeracy skills and are able to draw graphs accurately from data provided. However, a few pupils show poor recall of basic number skills in multiplication, measurements, and using decimals and fractions. This hinders their ability to solve problems.

Wellbeing: Adequate

Most pupils feel safe in school and many consider that the school deals well with bullying. They understand the importance of a healthy lifestyle and regular exercise, with many participating in extra-curricular sporting activities. These range from team sports through to girls' rugby and boccia.

Across the school, most pupils behave well, are courteous and relate well to one another, to their teachers and to other adults. They have well-developed social skills and are prepared effectively for life and work outside school. In lessons, most pupils are ready to learn and participate enthusiastically.

Although pupils' attendance rates have improved since the last inspection, in the last two years these figures have placed the school in the lower 50% of similar schools in terms of free school meal eligibility and below modelled expectations. There have been no permanent exclusions in the last three years. However, during this same period of time, the number of exclusions of six days or more has been greater than local and national averages.

Many pupils are actively involved in decision-making about the school. For example, the school council and other groups have been effective in contributing towards improvements such as pupil safety and school uniform. School council representatives attend governing body meetings and provide useful feedback on issues such as school policies. In a few subjects, pupils have been consulted about how they are taught and the most effective ways they learn. Although in the early stages of development, this is having a positive effect on standards within the school.

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

The school offers a broad and balanced curriculum at key stage 3 and key stage 4, with a comprehensive range of options at key stage 4 and in the sixth form. The curriculum meets the needs of pupils well and has contributed successfully in raising the attainment of pupils eligible for free school meals at key stage 4. Nearly all pupils follow the Welsh Baccalaureate Qualification in key stage 4 and in the sixth form. In 2014, at key stage 4 and the sixth form, most pupils attained the foundation, intermediate or advanced diploma.

There is an extensive range of very well-attended sporting, musical and other activities that have a positive impact on pupils' achievement and wellbeing.

The school is making appropriate progress on integrating the national literacy and numeracy framework. Many subjects provide worthwhile opportunities for pupils to practise and improve their literacy and numeracy skills. However, co-ordination of this provision across the school is at an early stage of development. The school is successful at identifying those pupils who have the greatest difficulty with literacy and numeracy skills. It provides effective support programmes for these pupils through timetabled sessions with learning coaches, and pupils make sound progress.

The provision for the Welsh language is successful and has become a strong feature of the school. In 2014, almost all the cohort followed the full course GCSE in Welsh second language with many gaining a level 2 qualification. The Welsh dimension features appropriately in subjects other than Welsh and in the ethos and activities of the school, for example through theatre visits, the Urdd eisteddfod and residential visits.

The school makes a successful contribution to developing pupils' awareness of sustainability and global citizenship within the curriculum and through extra-curricular activities. It has useful links with Zanzibar, which offer pupils worthwhile opportunities to understand the challenges facing a different culture. There are valuable opportunities for recycling and gardening.

Teaching: Good

Teaching is good despite standards judged as adequate because teachers plan carefully to provide a variety of interesting and engaging tasks that successfully match the needs and abilities of many pupils. They effectively use a range of strategies and resources to stimulate and challenge pupils. In these lessons, pupils are able to evaluate their own work and make valuable progress.

Across the school, the quality of teaching in many lessons is strong. In these lessons, there is a positive learning environment and brisk pace, supported by an effective working relationship between staff and pupils. Teachers plan effectively, set clear objectives and stimulate pupil interest through a range of engaging activities and skilful probing questioning to extend pupils' understanding. Individual support for pupils, with clear oral feedback, allows teachers to check and develop pupils' knowledge and understanding. In these lessons, pupils make consistently highly effective progress. They have good subject knowledge and many model language effectively in addition to reinforcing subject terms regularly throughout lessons. This confirms pupils' grasp of a range of appropriate vocabulary. The effective use of support staff makes a significant contribution to pupils' progress.

In a few lessons, teachers do not have appropriately high expectations of pupils. The pace of teaching in these lessons is too fast or too slow and does not support the learning of the pupils well enough. Often, the activities are too teacher-led and are not adapted well enough to meet the learning needs of individual pupils. This means that pupils do not always make the progress that they should, particularly the more able and those needing more support.

Most teachers mark pupils' work regularly, with many providing pupils with constructive written comments about what they are doing well and what they need to do to improve. In many subjects, marking focuses appropriately on the quality of pupils' written work and errors in spelling, punctuation and grammar are identified and corrected by pupils. In a few departments, pupils make valuable use of self and peer assessment to evaluate their work.

The school is developing its use of data at all levels to improve assessment and the tracking of pupils' performance. For example, at key stage 4, subject leaders use data successfully to track pupil progress and plan suitable interventions, if needed. They effectively analyse individual pupil results and the results of groups of pupils well. Pupils know their targets and those areas in which they need to improve. However, at key stage 3 the analysis of data and tracking of pupil progress is not as thorough.

The school provides useful reports to parents at least twice a year. This includes an interim report with target levels or grades and an end of year report that provides appropriate details of pupils' current performance in each subject and targets for improvement. Parents are kept well informed about their children's achievements, wellbeing and development.

Care, support and guidance: Adequate

The school's personal and social education programme is planned well. A wide range of topics relating to health and moral issues are covered, which are appropriate and relevant. Tutor periods are used effectively to support pupils' spiritual and moral development and to improve their literacy and numeracy skills. The school makes appropriate arrangements to promote healthy eating and drinking.

The school has appropriate policies and procedures for dealing with bullying. This includes a 'bully button' on the school website, which the pupils use to report their concerns directly to a member of staff. These are followed up promptly.

Staff work with a range of external agencies and specialist services to meet the specific needs of pupils effectively. These provide targeted support and guidance for pupils and have a positive effect on their emotional health and behaviour. The school works closely with partner primaries to ensure that pupils settle quickly when they join the school. Pupils and parents receive a useful range of information, guidance and support regarding options and careers.

The annual review process for pupils with special educational needs satisfies statutory requirements. Support assistants provide valuable in-class support to individual learners. There is early identification of additional learning needs and the school provides effective intervention for those pupils entering the school with low reading levels. However, individual educational plans do not identify learning targets, and arrangements to ensure that teachers meet the needs of specific pupils in mainstream classes are not systematic enough.

Although the school's arrangements for safeguarding pupils meet most requirements, a health and safety matter which gave cause for concern was raised with the school during the inspection.

Learning environment: Adequate

Sir Thomas Picton School is an inclusive community that seeks to recognise and involve everyone. The school provides a caring and supportive environment that has a positive impact on many aspects of pupils' wellbeing and personal development. The school's policies and procedures ensure that the principles and the practices of equal opportunity are successfully applied for all pupils regardless of gender and race. Pupils are proud of their school and their contribution to its success. The school provides them with the opportunity to develop self-respect and respect for others within their community.

The school makes effective use of its accommodation and has undertaken significant improvements to create a stimulating learning environment. There are enough learning resources to support effective teaching and learning. It is keen to celebrate the work, participation and achievements of the pupils and has dedicated areas throughout the school to display and celebrate their success. There are comprehensive sporting facilities, including the sports complex, running track and astro turf, which are also used by the local community. The toilets, changing areas and whole site are carefully managed and well maintained.

However, there are a few health and safety concerns with regard to aspects of the school buildings and grounds. These were raised with the school during the inspection.

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

The headteacher, working with senior leaders and governors, provides the school with purposeful leadership and appropriate direction. Together, they have been successful in promoting a shared vision for the school focused on meeting pupils' needs. This has included identifying key strategic priorities for the school, which are coherent with national priorities such as lessening the impact of deprivation and improving pupils' literacy and numeracy skills. These priorities are the drivers towards improvement in the school's strategic objectives, improvement plans and processes at all levels.

The school's recently revised leadership structure is helping to bring about clearer and more well-defined lines of accountability. For example, the regular meetings between subject leaders and their line managers have an increased focus on pupil performance, with specific action points for follow-up monitored closely. Although senior leaders provide appropriate support to all staff, overall, the distribution of responsibilities across the leadership team lacks balance.

Senior leaders use data well to monitor performance and middle leaders are increasingly held to account for the standards that pupils achieve. This is helping to improve provision and outcomes such as key stage 4 pupils' improved performance in recent external examinations. However, it is too early to evaluate the sustained impact of these new arrangements and, overall, managers at all levels have not had enough impact on raising standards and improving attendance across the school.

Many middle leaders provide firm and well-focused leadership in their areas of responsibility. However, a few middle leaders do not use data well enough to evaluate and monitor performance, track pupils' progress and challenge their teams and pupils to do better.

The school's performance management arrangements provide an effective means of reviewing the work of staff and identifying individual and whole-school training and development needs. Where underperformance is identified, this is addressed appropriately.

Governors are fully committed to supporting the school. They have a secure understanding about the performance of the school and the quality of provision. Governors are well informed about most aspects of the school's work and contribute appropriately to setting its strategic direction and addressing key priorities. Through a series of useful sub-committees, members of the governing body scrutinise the school's work carefully, such as its staffing and financial arrangements, and support the school as a critical friend effectively.

Improving quality: Adequate

The school has systematic arrangements to evaluate the effectiveness of its work and support its self-evaluation process. This includes consulting appropriately with pupils and parents to gather their views on many aspects of provision. The combined information helps the school to have a secure understanding of its strengths and areas for improvement.

The school's self-evaluation report contains an appropriate analysis of pupil performance data and gives a reasonable appraisal of the school's performance. The report links appropriately to the school improvement plan, with measurable outcomes, particularly in key areas such as raising standards at key stage 4 and improving pupil attendance rates. The school has developed a useful self-evaluation summary report that highlights key areas for development across the school. However, overall, the school's self-evaluation report is too descriptive and lacks a clear analysis and evaluation of first hand evidence in key areas such as pupils' progress in lessons and the quality of learning and teaching.

Departmental self-evaluation reports contain a useful range of information. However, across departments the reports are too inconsistent in the way that pupils' performance data is analysed. A minority of reports clearly identify areas for improvement; they are self-critical and use pupil performance data well to set challenging targets for improvement. However, a minority of the reports are too positive; areas for improvement are not always clearly identified and action plans are not always sufficiently robust and challenging. These reports do not use data well enough to monitor and review performance or set challenging targets for improvement.

Senior leaders have strengthened and developed their working with departmental leaders to improve their understanding of the analysis of pupil performance data and planning for improvement. Departmental plans address whole school priorities, although actions are not always focused enough to bring about improvement.

The school uses a programme of lesson observations and scrutiny of pupils' work, which provides useful first-hand evidence of the quality of teaching and learning across the school. These observations are linked appropriately to the performance review of staff and departmental reviews.

Partnership working: Good

The school has developed valuable working relationships with a wide range of partners that make a successful contribution to the work of the school. These links are effective in promoting pupils' wellbeing and enhancing their learning experiences.

Pastoral partnerships with partner primary schools are strong and effective transition arrangements ensure that pupils move from primary school to secondary school with confidence. As a result, pupils settle quickly into Year 7 and those who require additional support are supported appropriately. However, links with the primary schools to ensure progression in literacy and numeracy skills are less well developed.

The school has strong partnerships with other schools and 14-16 training providers in the North Pembrokeshire Federation. These partnerships have led to a significant improvement in the range of courses offered at key stage 4 and post 16. This has resulted in a reduction in the number of pupils leaving school without a recognised qualification and improving outcomes for vulnerable pupils. The school has developed effective links with the local business community to secure a wide range of work experience opportunities for its pupils.

The school has valuable partnerships with parents. They are suitably informed about the school's work and their child's wellbeing and progress.

Resource management: Adequate

The school manages and deploys its staff and resources effectively. There is an appropriate number of staff to meet the statutory curriculum and nearly all lessons are taught by subject specialists.

Teaching and support staff benefit considerably from a wide range of professional development opportunities available to them. This includes the opportunity to attend job related higher education programmes or secondment placements. These opportunities are identified appropriately through performance management reviews and objective setting, which reflect whole-school and team priorities. A range of useful working groups have been set up to improve assessment and reporting, the Welsh Baccalaureate Qualification, literacy and numeracy and the introduction of a comprehensive whole school behaviour policy.

The school's business manager, together with senior leaders and governors, monitors the school's finances robustly. All expenditure is budgeted carefully and allocated to identified priorities. This includes the pupil deprivation grant, which has been used prudently to improve outcomes for those pupils eligible for free school meals and other vulnerable groups.

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

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved over the last three years but has been consistently below the average for its family of schools. When compared with similar schools based on levels of eligibility for free school meals, the school's performance has placed it in the lower half for two of the last three years, and in the bottom quarter for 2014. English performance at level 5 and above has declined over the last three years, and has been below the family average for the last two years. Over the last two years, this performance has placed the school in the bottom quarter of similar schools based on levels of eligibility for free school meals. Performance in English at level 6 and above has improved significantly in the last two years, and now places the school above the family average. This improvement places the school in the upper half of similar schools, from being in the bottom quarter in the previous five years. Mathematics performance at level 5 and above has improved over the last three years, although this placed the school in the bottom quarter in 2012 and 2014 and in the lower half of similar schools in 2013 based on eligibility for free school meals, and is below the family average. At level 6 or above, performance in mathematics has improved significantly over the last three years but remains below the family average and has placed the school in the upper half of similar schools for the last two years. Performance in science at level 5 or above improved in 2012 and 2013, but has declined slightly in 2014. Performance in this indicator has placed the school in the bottom quarter from previously being in upper half of similar schools in 2013 and the lower half in 2012. In 2013 and 2014 at level 6 and above, performance in science has improved significantly and places the school in the top quarter when compared with similar schools based on levels of eligibility for free school meals and above the family average for the last two years. In 2014, pupils' progress from the previous key stage is below expectations for all indicators.

At key stage 4, in 2014, performance in the level 2 threshold including English and mathematics has declined for the third successive year. This performance places the school in the lower half of similar schools based on free school meal eligibility compared to top quarter and upper half for the previous two years. In 2014, this performance is below the family average and places the school below modelled expectations. Performance in the core subject indicator has placed the school in the upper half of similar schools based on free school meal eligibility for last two years. In 2014, performance in the level 2 threshold has improved but places the school in the lower half of similar schools compared to the upper half in the previous year. However, this performance remains significantly higher than the family and Wales averages. The difference between the proportion of pupils achieving the level 2 threshold and those achieving the level 2 threshold including English and mathematics has increased over the past three years and remains higher than the averages for similar schools and nationally. Performance in the capped points score has increased for the third successive year and is above the family average. This places the school in the upper half of similar schools based on free school meal eligibility. Most pupils achieve the level 1 threshold, although performance in this indicator places the school in the lower half of similar schools based on levels of

eligibility for free school meals, and has been below the family average for the past three years.

Performance in English has improved in 2014 compared to the previous year, although this still places the school in the lower half of similar schools based on free school meal eligibility compared to the top quarter in 2012. In 2014, performance in mathematics has declined, and this places the school in the lower half of similar schools having previously placed it in the upper half for the past three years. In 2013, pupils' progress from the previous key stages was better than expected in the level 2 threshold and the capped points score, but worse than expected in the level 2 threshold including English and mathematics, the core subject indicator and the level 1 threshold.

No pupil has left the school without a qualification in the past two years and many pupils continue in full-time education after 16. No pupils who left school at 16 are reported as being not in education, employment and training.

In the sixth form, data for the level 3 threshold shows that performance has been above the local authority averages and above family and national averages for the past seven years. In addition, the average wider points score has been significantly above the family, local authority and national averages for the last five years.

In 2014, at key stage 3, girls do better than boys in the core subject indicator, English, mathematics and science and the gap in performance is greater than the family average. The gap in performance is greater than the family average but equal to the Wales average in English at level 6 and above, where girls perform better than boys. Boys do better than girls in mathematics at level 6 and above and this performance is in contrast to family and Wales averages where girls perform better than boys. At key stage 4, girls do better than boys in all of the key indicators and the gap in performance is larger than the family and national averages. In the separate subjects of English and mathematics, there is a significant gap between the performance of girls and boys, where boys underperform. This gap is larger than the family and Wales averages.

In key stage 3 in 2013, pupils eligible for free school meals do not perform as well as the family and Wales averages in the core subject indicator, English and mathematics at the expected and higher levels. In the core subject indicator, the performance of pupils eligible for free school meals is the lowest compared with that of similar pupils in their family of schools and worse than Wales averages.

At key stage 4, there is an improving trend for pupils eligible for free school meals. Pupils perform higher than the family and Wales averages in the level 2 threshold including English and mathematics, the level 2 threshold and the core subject indicator. In 2014, performance of pupils eligible for free school meals has improved in nearly all indicators. Pupils with special educational needs achieve better than expected.

In key stage 3 assessments, in 2014, performance in oracy has improved, although it is below the family average. Reading performance has declined over the last two years, and is now below the family average. Writing performance declined in 2013 and 2014 and is now below the family and national averages.

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	643	237 37%	368 57%	32 5%	6 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	4%	1%	
The school deals well with any bullying	643	136 21%	378 59%	105 16%	24 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	3%	
I have someone to talk to if I am worried	641	169 26%	385 60%	70 11%	17 3%	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	644	132 20%	402 62%	91 14%	19 3%	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	641	220 34%	350 55%	59 9%	12 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	644	179 28%	414 64%	47 7%	4 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	645	164 25%	407 63%	68 11%	6 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	643	116 18%	348 54%	143 22%	36 6%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	641	210 33%	378 59%	48 7%	5 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	641	68 11%	375 59%	171 27%	27 4%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect		642	120 19%	357 56%	127 20%	38 6%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	51%	17%	4%	
The school listens to our views and makes changes we suggest		638	71 11%	355 56%	168 26%	44 7%	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		641	179 28%	408 64%	49 8%	5 1%	Rwy'n cael fy annog i wneud pethau drosaf 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		642	195 30%	360 56%	80 12%	7 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	9%	1%	
The staff respect me and my background		642	179 28%	396 62%	49 8%	18 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		634	175 28%	389 61%	62 10%	8 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		280	52 19%	163 58%	48 17%	17 6%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghysiau yng nghyfnod allweddol 4.
			28%	52%	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		127	29 23%	65 51%	21 17%	12 9%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghysiau yn y chweched dosbarth.
			27%	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.	244	80 33%	140 57%	16 7%	2 1%	6	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	245	102 42%	128 52%	10 4%	5 2%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	245	116 47%	111 45%	10 4%	1 0%	7	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	3%	1%		
My child is making good progress at school.	244	89 36%	130 53%	13 5%	6 2%	6	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	242	37 15%	141 58%	22 9%	4 2%	38	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	236	48 20%	158 67%	8 3%	1 0%	21	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	238	106 45%	112 47%	7 3%	2 1%	11	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	237	49 21%	120 51%	30 13%	7 3%	31	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	236	60 25%	115 49%	22 9%	5 2%	34	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.	246	63 26%	140 57%	24 10%	4 2%	15	Caiiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	243	84 35%	143 59%	5 2%	3 1%	8	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	221	56 25%	101 46%	19 9%	10 5%	35	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	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 am kept well informed about my child's progress.	238	61 26%	125 53%	40 17%	9 4%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	242	77 32%	131 54%	20 8%	8 3%	6	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.	242	42 17%	116 48%	42 17%	6 2%	36	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	237	67 28%	127 54%	17 7%	6 3%	20	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	224	36 16%	95 42%	21 9%	8 4%	64	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.	241	51 21%	115 48%	38 16%	5 2%	32	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	240	65 27%	136 57%	13 5%	10 4%	16	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Alwyn Thomas	Reporting Inspector
Michelle Gosney	Team Inspector
Mark Evans	Team Inspector
Denise Wade	Team Inspector
Vaughan Elwyn Williams	Team Inspector
Glenda Jones	Lay Inspector
Nerys Davies	Peer Inspector
Tracy Edwards	School 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.