



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

**Stanwell School
Archer Road
Penarth
Vale of Glamorgan
CF64 2XL**

Date of inspection: May 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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Publication date: 15/07/2015

Context

Stanwell School is an English-medium mixed 11 to 19 comprehensive school with foundation status situated in Penarth, Vale of Glamorgan. There are around 2,000 pupils on roll, of whom around 470 are in the sixth form. These figures represent an increase since the time of the last inspection when there were around 1,830 pupils on roll.

The school serves the communities of Penarth and Sully and it also attracts around three in every ten pupils from outside the catchment area. Around 6% of pupils are eligible for free school meals, which is well below the national average of 17.5%. Just over 4% of pupils live in the 20% most deprived areas of Wales.

Pupils entering the school represent the full range of ability. Around one in 10 have a special educational need. This figure is lower than the national average of 20.1%. Roughly 1% of pupils have statements of special education needs, which is below the national rate of 2.4% in Wales as a whole.

Approximately one in ten pupils is from ethnic-minority backgrounds other than white British. A small proportion of pupils receive support to learn English as an additional language. Less than 1% of pupils speak Welsh fluently.

The headteacher has been in post since 2011. He is supported by two deputy headteachers and three assistant headteachers, all of whom have been in post for at least three years.

The individual school budget per pupil for Stanwell School in 2014-2015 means that the budget is £3,889 per pupil. The maximum per pupil in the secondary schools in the Vale of Glamorgan is £4,569 and the minimum is £3,889. Stanwell School is eighth out of the eight secondary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The school is excellent because:

- Performance at key stage 4 has been very strong over many years
- The progress made by pupils from key stage 2 to the end of key stage 4 in the level 2 threshold including English and mathematics and the average wider capped points score is significantly better than expected
- In the sixth form, pupils' performance is well above that seen in similar schools
- Performance by pupils eligible for free school meals is well above the average achieved by this group of pupils nationally and in similar schools
- More able pupils achieve exceptionally well
- Pupils make rapid progress in developing their knowledge, skills and understanding
- Pupils display well-developed thinking skills and respond effectively, displaying purpose, resilience and creatively when solving problems
- Pupils' behaviour and engagement in learning are exemplary
- Pupils' social skills are extremely well developed

Prospects for improvement

The school's prospects for improvement are excellent because:

- Senior leaders articulate a very clear vision for the school that is embraced and respected by the entire school community
- The school's resolute focus on excellence has delivered outstanding academic outcomes as well as developing pupils who behave exceptionally well and display notable maturity
- The school's exceptional ethos and physical environment contribute significantly to a very strong learning culture that exists across the school
- The school has a strong track record of securing success against its challenging goals
- National, regional and local priorities, such as literacy, numeracy and raising the attainment of pupils from disadvantaged backgrounds, are addressed systematically and effectively
- Extensive and well-established partnerships with a range of schools and agencies impact positively on pupils' development in and beyond the school
- The school manages its resources exceptionally well

Recommendations

- R1 Meet statutory requirements for the curriculum at key stage 4
- R2 Improve the overall evaluation and use of findings from lesson observations and work scrutinies and sharpen the monitoring of in-class support for pupils with additional learning needs

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Over the last four years, performance at key stage 4 has been very strong. In 2014, the headline indicator that includes English and mathematics is well above modelled expectations. This has been a consistent feature for many years. Likewise, performance in the core subjects of English and mathematics has been very good over time with further improvements in both subjects in 2014. Performance in science has been more variable, although it has also increased well in 2014. Progress made by pupils from key stage 2 to the end of key stage 4 in the level 2 threshold including English and mathematics and the average wider capped points score is significantly better than expected.

At key stage 3, the proportion of pupils achieving the core subject indicator has increased steadily over the last three years. In 2014, performance is above modelled expectations and places the school in the upper half of similar schools based on free-school-meal eligibility.

At key stage 4, the performance of girls is overall marginally better than that of boys. The gap in performance is most notable in English, although this has reduced in recent years due to the improving performance of boys. At key stage 3, gender differences in performance are generally minimal, although boys' standards in writing are weaker than those of girls. At key stage 4, performance of pupils eligible for free school meals is very good and is well above the average achieved by these pupils nationally and in similar schools. At key stage 3, the performance of pupils eligible for free school meals has improved well over the last three years. In 2014, it is well above the national average for these pupils. Pupils with additional learning needs and those for whom English is an additional language generally make expected progress across headline indicators that include English and mathematics. At both key stage 3 and key stage 4, more able pupils achieve very well. This is a particular strength of the school.

The proportion of pupils staying on in full time education after Year 11 is well above the national average. In the sixth form, during the last five years, nearly all pupils have achieved the level 3 threshold. Pupils' performance in the average wider points score has been very strong over recent years and their performance is well above that of similar schools.

In most lessons, pupils make rapid progress in developing their knowledge, skills and understanding. Overall, they complete a substantial amount of work across subject areas. They display a thorough recall of previously learnt work and apply this readily into new areas of learning or when solving problems. When faced with challenging problems, they show well-developed thinking skills and respond effectively, displaying purpose, resilience and creativity to find solutions. In a minority of lessons, pupils show an exceptional insight into their work and make superb progress. In particular, they use sophisticated vocabulary when constructing

arguments, and are able to summarise information and evaluate their work and that of their peers highly effectively. In a very few lessons, pupils do not make as much progress as they should. This is largely due to the lack of stimulating and challenging activities set by teachers.

Most pupils contribute extremely well to classroom discussions. They express their thoughts clearly and confidently using well-chosen language. Their listening skills are particularly well developed and they follow instructions and carry out tasks with minimal support. Most pupils demonstrate well-developed reading skills and work competently with a wide range of different texts across subject areas. Many pupils produce well-constructed pieces of extended written work in English and in other subjects. They tailor their writing skilfully to suit purpose and audience. Using a variety of styles, they effectively express opinions, construct logical arguments and write creatively. Many pupils write with accuracy. However, a few pupils make too many spelling and punctuation mistakes. Furthermore, a few pupils do not take sufficient care when presenting their work. This can detract from the overall quality of their written work.

Many pupils make strong progress in developing numeracy skills and use them well in mathematics and in other subjects across the curriculum. For example, in science pupils ably organise and interpret data using a variety of tabular and graphical forms. This allows pupils to write accurate descriptions and evaluations of scientific relationships and experiments.

In Welsh second language at key stage 3, performance has improved steadily over recent years. In 2014, performance is in line with that of the family of schools and places the school in the upper 50% of similar schools based on free-school-meal eligibility. At key stage 4 in 2014, a majority of pupils achieve at least a grade C GCSE qualification in Welsh.

Wellbeing: Excellent

Pupils' behaviour and engagement in learning are exemplary. In lessons and in other activities, pupils work collaboratively in a highly mature and capable manner. Nearly all pupils support each other particularly well and show respect towards others and their surroundings. Pupils' social skills are extremely well developed. The proportion of pupils benefiting from a wide range of sporting and cultural activities is exceptionally high.

Nearly all pupils feel safe in school and greatly value the secure environment the school offers. Nearly all pupils have a thorough awareness of how to make healthy lifestyle choices. Pupils work creatively with the school catering team through the healthy schools committee to offer high quality nutrition advice and experiences to others.

Pupils' attendance is consistently good. Attendance rates have placed the school in the top 25% of similar schools for two of the past three years. The number of fixed-term exclusions is significantly lower than local and national averages and there have been no permanent exclusions in this academic year.

Pupils' involvement in decision making is a strong feature of the school. Through the elected year and school councils, pupils have influenced a number of issues such as bringing about changes to sports facilities and the pastoral curriculum, as well as improving toilet facilities. Other pupil groups, such as the teaching and learning and eco schools sub-committees, are also effective in influencing key decisions.

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

The school provides a broad and balanced curriculum, which meets the needs and aspirations of most pupils very well. At key stage 3, the curriculum builds effectively on pupils' previous learning. At key stage 4, and in the sixth form, an extensive range of courses, including a suitable number of vocational options, provides valuable experiences for the full range of pupils. Creative approaches to curriculum planning maximise pupils' achievement in these courses.

The school provides pupils with a valuable range of work-related learning experiences, for example an engineering week in Year 8. Extra-curricular provision is an especially strong feature, and many pupils take advantage of a wide range of sporting and cultural activities and trips. These activities contribute significantly to the school's ethos and have a positive impact on pupils' wellbeing. However, a very few pupils do not have sufficient opportunity to participate in physical education in key stage 4.

The school has helpful plans to develop pupils' literacy and numeracy skills. Most subjects develop pupils' writing well through a coherent whole-school approach to literacy-focused activities. Pupils also have frequent and well-planned opportunities to practise their numeracy skills across the curriculum. Planning to develop pupils' thinking skills is a strong feature. Pupils' progress is monitored carefully, and effective support is provided for those pupils with weaker skills. Overall, the assured development of pupils' skills enables them to make very good progress in their learning.

Pupils' understanding of Welsh culture is developed appropriately through subject topics and activities such as residential trips and a school eisteddfod. Many pupils are entered for full course GCSE Welsh second language. However, a very few pupils do not study Welsh in key stage 4.

Education for sustainable development and global citizenship is a strength. Provision is well established through curricular and extra-curricular activities. The eco council has instigated a range of successful initiatives, such as a project to reduce waste by using locally produced refillable water bottles.

Teaching: Excellent

In most lessons, teachers set very high expectations for pupils. Teachers provide stimulating learning experiences which consistently challenge pupils and enable them to make progress that is often considerably above expectations. In nearly all lessons, exemplary working relationships contribute significantly to creating a highly supportive learning environment for pupils.

Most teachers have established extremely effective classroom routines and learning habits. These have enabled pupils of all abilities to become resilient and self-sufficient learners. In many lessons, teachers plan a variety of interesting activities that allows pupils to learn independently and collaborate highly successfully. This is an outstanding feature.

Most teachers have strong subject knowledge and are very good language models. Many have a comprehensive understanding of examination requirements and use this effectively and creatively to enable pupils to make significant progress.

In many lessons, teachers provide immediate high-quality feedback, which enables pupils to improve their learning quickly. They also develop pupils' abilities to assess each other's work thoughtfully. These lessons are very well planned to meet the needs of all pupils and activities build productively on previous knowledge and understanding. Teachers provide valuable opportunities for pupils to develop their literacy and numeracy skills. They use probing and challenging questioning to help pupils to think flexibly and extend their learning.

In a few lessons, teaching is less effective. In these lessons, teachers do not plan activities that sufficiently engage and challenge pupils.

Most teachers mark work regularly. In many cases, comments are informative and offer helpful guidance. Many teachers pay good attention to the quality of pupils' written work and the accuracy of their spelling, punctuation and grammar. In the best examples, marking is rigorous and perceptive and advice for improvement is very specific. However, a few teachers do not provide pupils with clear guidance on how to improve their work.

The school's tracking system is refined and extremely thorough. It is used consistently across the school to track the progress and attainment of pupils of all abilities very effectively and promptly to identify pupils who require more support and guidance.

Pupils are extremely well informed about their current and expected levels of achievement. Pupils, parents and staff have a secure understanding of the school's clear grading and target setting system. Reports to parents and carers provide useful feedback and outline strengths and areas for improvement well. Many parents feel that they are well informed about their child's achievement and progress.

Care, support and guidance: Good

The development of pupils' health and emotional wellbeing is a strong feature of the school. There are extensive arrangements to promote healthy eating and drinking. The thorough pastoral care and the extensive extra-curricular activities are highly effective in developing the powerful sense of community. Pupils progress well in the cultural, spiritual, moral, social and sporting aspects of their lives.

A wide range of strategies, such as 'Y Cwtsh' counselling and nurture provision, have had a positive effect on pupils' wellbeing, including the improvement of attendance. There are also comprehensive procedures to ensure high standards of behaviour,

which the school applies consistently. Transition arrangements are tailored well to meet the needs of all groups of pupils.

The school provides pupils with support that ensures high standards of relationships, behaviour, confidence and achievement. Beneficial partnerships with a large and diverse range of external agencies ensure that all pupils have access to high quality, professional support. Thorough and timely advice and guidance enables most pupils to make well-informed choices for further study and employment.

Pupils with additional learning needs have access to an appropriate, broad and balanced curriculum. Useful information on the individual needs of each pupil is provided for each teacher. This information, along with appropriate targets, helps teachers to plan suitable work and support these pupils in lessons. However, the monitoring of this provision is underdeveloped.

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

Learning environment: Excellent

Leaders have successfully established an inclusive, strong and long-standing culture across the school where teaching and learning, supported by a highly stimulating and caring environment, are paramount.

The inclusive nature of the school means that pupils benefit enormously from a wide range of school and community activities. These experiences develop pupils' social skills effectively and strengthen their levels of self-confidence. The school supports pupils from all backgrounds and ensures that they have access to a wide range of experiences, which enable them to excel in all aspects of school life. Exceptional levels of respect exist between pupils and staff.

The school provides an outstanding learning environment and all areas are maintained to a very high standard. Departments are extremely well resourced. Teaching rooms are equipped with high-quality information and communication technology to support learning. Displays around the school and in classrooms are stimulating and informative and enhance the learning environment. They celebrate pupils' work and achievements effectively. First-rate sporting, music and drama facilities afford pupils many opportunities to develop their sporting and creative skills. Catering facilities, which include a main dining hall, sandwich bar and sixth form café, are exceptional and contribute significantly to the unique ambiance in the school.

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

The headteacher, together with a very experienced and effective senior leadership team, articulates a very clear vision for the school that is embraced and respected by the entire school community.

This vision is based on the highest expectations of all staff and pupils at the school, with a particular emphasis on the outcomes that pupils achieve and their wider social and emotional development. This resolute focus on excellence has delivered outstanding outcomes across a range of key performance indicators, particularly at key stage 4. It has also produced learners who behave exceptionally well, articulate their views clearly about the school and its development and demonstrate notable maturity and insight.

Roles and responsibilities in the school are clearly understood and leaders and managers communicate consistently high expectations of pupils and staff. A coherent and comprehensive structure of team meetings and committees enables information to flow freely and for key school priorities to be reinforced. These meetings are clear and purposeful and have an appropriate focus on pupil performance and progress. They also ensure that staff are challenged to perform at their best. In the very few instances where underperformance occurs, it is dealt with robustly and supportively. Performance management arrangements are effective and identify appropriate individual and whole-school training and development needs.

Leadership is very effective overall. There is a conscious strategy to share responsibilities more widely within this large school. Many middle managers have responded eagerly and creatively to these new opportunities. In a very few instances, management and leadership skills are less well developed and there is a greater reliance on senior leaders for challenge, guidance and support.

The school sets suitably challenging targets for its performance based on a thorough analysis of relevant data. It has a strong track record of securing success against its ambitious goals; maintaining and improving pupil standards over time. National, regional and local priorities, such as literacy, numeracy and raising the attainment of pupils from disadvantaged backgrounds, are addressed systematically and effectively. These contribute positively to the standards that pupils achieve.

The governing body performs its role with integrity and care. Governors ensure that leaders at the school keep them well informed about strategic school priorities and the progress being made against school aims, as well as day-to-day matters where relevant. The governing body is developing its role of critical friend steadily, challenging the school where appropriate and using the skills of members to support leaders and managers at the school in pursuit of a shared vision of excellence.

Improving quality: Good

Improvement planning is a strong feature of the school's work. Leaders are reflective and have a secure understanding of the school's strengths and areas for

development. As a result, the school has identified clear priorities and implemented appropriate actions that have strengthened provision and contributed well to improved outcomes.

There is an extensive and well-established cycle of reviews and monitoring activities. These include regular lesson observations, scrutiny of pupils' work, annual and mid-year departmental reviews, and half-termly progress reports. Lesson observations provide useful information about the quality of teaching and the progress pupils are making. In many cases, these observations identify helpful areas for improvement. However, in a minority of cases, observations do not provide an accurate evaluation of the quality of provision and are over generous.

There is a developing emphasis on consulting pupils and parents about specific areas of the school's work, including aspects of teaching and learning. The school has also participated in a useful pilot peer enquiry in partnership with two other schools. This has corroborated particular strengths in the school's work while helping to identify improvement priorities.

The annual self-evaluation report is a comprehensive document. It contains a detailed analysis of performance data making appropriate reference to benchmarking information and the progress of specific groups of pupils. The report identifies clearly the school's strengths as well as key areas for improvement. In certain aspects of provision, the report is too descriptive. It does not include a clear evaluation of the progress pupils make in classes and the extent to which they develop their skills.

Although departmental self-evaluation reports vary in quality, most provide a rigorous evaluation of outcomes and identify appropriate improvement priorities based on a realistic analysis of strengths and shortcomings. However, these reports do not generally take enough account of the findings of lesson observations and work scrutiny.

The school improvement plan sets out clear strategic priorities that reflect areas for development identified through self-evaluation activities. There is a particular emphasis on tackling national priorities. Planned actions address appropriately the quality of teaching and learning and the effectiveness of leadership. For each action, there is an indication of staff responsible, timescales, resource allocations, generally challenging success criteria and suitable monitoring arrangements. Departmental improvement plans address whole-school priorities well. Staff at all levels understand the contribution they are expected to make to achieving the school's goals.

The school has made good progress in addressing the recommendations from the previous inspection.

Partnership working: Excellent

The school has an extremely wide range of interesting and diverse partnerships that enhance provision and improve the quality of pupils' learning experiences. These partnerships contribute exceptionally well to promoting pupils' social and wider skills as well as contributing to the high academic standards they achieve.

Notably, the school works closely with a wide range of other schools to improve provision and outcomes for learners in and beyond the school. In particular, the school has been influential in shaping the Lead and Emerging Practitioner Schools Pathfinder programme. In addition, the school's provision for healthy eating is an example of good practice that has been shared across Wales to raise the importance of nutritious and healthy meals in schools.

Extensive and well-established partnerships with partner primary schools support pastoral and academic transition extremely well. Well-designed bridging projects and taster days help Year 7 pupils to settle successfully and improve continuity and progression in their learning experiences.

Extensive links with external agencies, local businesses, community organisations and sports clubs provide specialist support and enhance learning experiences. These links extend opportunities for pupils to participate in a range of activities, gain experience of the world of work and contribute well to their personal and social development.

There are particularly effective partnerships with the local further education and military preparation colleges. These links extend the range of courses offered to meet the aspirations and preferred learning pathways of pupils in key stage 4. There are robust quality-assurance procedures to monitor provision and outcomes. These courses contribute well to the high proportion of pupils achieving the level 2 threshold.

Links with parents are strong. Through a range of communication channels such as the website, newsletters, social media and a virtual learning environment, parents are well informed about developments within the school and their children's wellbeing and progress.

Resource management: Excellent

The school manages its resources exceptionally well. Teachers are utilised effectively and efficiently, with very few deployed outside their areas of specialism. Support staff complement the work of teachers well and, in many cases, work successfully with pupils at risk of underachievement.

Robust performance management arrangements, including those for support staff, ensure that there is a good balance between individual and organisational development priorities.

Teachers at the school are involved in a wide range of networks of professional practice at internal, local and regional level, which have enabled the school to share and reflect on its practice. This work has contributed successfully to the high standard of teaching in the school.

The school's budget is extremely well managed and this has produced a vibrant learning environment and very strong pupil outcomes. The governing body scrutinises the school's use of resources comprehensively through its finance and staffing sub-committees. The school plans well for its expenditure of specific grants,

including the Pupil Deprivation Grant. The impact of this expenditure is very beneficial and has led to improved outcomes for pupils from disadvantaged backgrounds.

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

Appendix 1

Commentary on performance data

At key stage 3, the proportion of pupils attaining the core subject indicator has increased steadily over the last three years. In 2014, performance is just above modelled expectations and places the school in the upper 50% of schools based on free-school-meal eligibility. Performance in the separate core subjects at level 5 and above displays a similar steady improvement. In 2014, performance in English, mathematics and science places the school in the upper 50%, top 25% and upper 50% of similar schools based on free-school-meal eligibility respectively. At level 6 and above, performance in mathematics and science over the last few years has been steady, but it has been more variable in English. In 2014, performance at level 6 and above in all the core subjects places the school in the upper 50% of similar schools based on free-school-meal eligibility respectively.

Over the last four years to 2014, attainment at key stage 4 in the level 2 threshold including English and mathematics has been generally stable with a noticeable increase in 2014. In 2014, performance is well above modelled expectations. This has generally been a consistent feature since 2009. In 2014, performance in the level 2 threshold including English and mathematics is above the family average and places the school in the top 25% of similar schools based on free-school-meal eligibility. There is a similar pattern for the core subject indicator, although this measure was relatively weak in 2013. Performance in both the core subjects of English and mathematics has been strong with good increases in both subjects in 2014. In 2014, performance in both English and mathematics is above the averages of the family of schools and places the school in the top 25% of similar schools based on free-school-meal eligibility. Performance in science has been more variable over recent years, although, in 2014, it increased well and places the school in the upper 50% of similar schools based on free-school-meal eligibility.

Performance in the level 2 threshold has improved steadily over the last few years. In 2014, it is above the family average and places the school in the upper 50% of similar schools based on free-school-meal eligibility. Performance in the level 1 threshold has generally been steady. However, in 2014 it declined slightly and it is now just below the family average and performance places the school in the bottom 25% of similar schools based on free school-meal eligibility. In 2014, performance in the average wider capped score is above modelled expectations. For this measure the performance is the highest in its family of schools and places the school in the top 25% of similar schools based on free-school-meal eligibility. Progress made by pupils from both key stage 2 and key stage 3 to the end of key stage 4 in the level 2 threshold including English and mathematics and the average wider capped points score is significantly above expected performance in 2014.

At key stage 3, gender differences in performance are minimal. However, at level 5 and above boys outperform girls in mathematics to some degree, while at level 6 and above girls noticeably outperform boys in English. At key stage 4, performance by girls is generally marginally higher than that of boys. The gap in performance is most noticeably in English, although this has reduced in recent years due to the improving performance of boys.

At key stage 3, the performance of pupils eligible for free school meals has improved well and, in 2014, it is above the national average for these pupils. Again, at key stage 4, performance by pupils eligible for free school meals is strong and is well above the average achieved by these pupils nationally. In 2014, these pupils perform better than similar pupils nationally in all headline indicators. Pupils eligible for free school meals make better than expected progress in headline indicators that include English and mathematics. Pupils with additional learning needs generally make expected across headline indicators.

No pupils left the school without a qualification 2014. The proportion staying on in full time education after 16 is well above national figures.

In the sixth form, nearly all pupils have achieved the level 3 threshold during the last five years. Performance in the average wider points score has been consistently strong and is well above the average of the family of schools. Students generally make expected progress in most subjects.

In Welsh second language at key stage 3, performance has improved steadily over recent years. In 2014, performance is in line with that of the family of schools and places the school in the upper 50% of similar schools based on free-school-meal eligibility. At key stage 4 in 2014, a majority of pupils achieve a level 2 threshold qualification in Welsh.

Appendix 2

Stakeholder satisfaction report

Responses to learner 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	
I feel safe in my school	572	432 76%	136 24%	4 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	572	247 43%	269 47%	45 8%	11 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	570	296 52%	234 41%	36 6%	4 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	571	167 29%	316 55%	78 14%	10 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	571	296 52%	216 38%	49 9%	10 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	572	223 39%	302 53%	47 8%	0 0%	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	570	305 54%	235 41%	26 5%	4 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	570	151 26%	318 56%	80 14%	21 4%	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	572	394 69%	165 29%	9 2%	4 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	570	153 27%	352 62%	60 11%	5 1%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	568	223 39%	253 45%	74 13%	18 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	569		155 27%	301 53%	95 17%	18 3%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	571		302 53%	248 43%	16 3%	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	568		258 45%	237 42%	64 11%	9 2%	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	570		316 55%	217 38%	27 5%	10 2%	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	566		324 57%	215 38%	23 4%	4 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	250		113 45%	109 44%	23 9%	5 2%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29%	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	161		59 37%	75 47%	22 14%	5 3%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	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.	262	173 66%	83 32%	4 2%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	261	167 64%	87 33%	6 2%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	262	155 59%	90 34%	6 2%	1 0%	10	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	44%	3%	1%		
My child is making good progress at school.	262	160 61%	91 35%	3 1%	0 0%	8	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	47%	4%	1%		
Pupils behave well in school.	262	132 50%	106 40%	5 2%	0 0%	19	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	262	120 46%	131 50%	5 2%	0 0%	6	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	262	180 69%	79 30%	1 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	262	101 39%	123 47%	18 7%	2 1%	18	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		31%	53%	9%	2%		
Staff treat all children fairly and with respect.	261	105 40%	113 43%	11 4%	1 0%	31	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.	260	99 38%	113 43%	23 9%	2 1%	23	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	261	173 66%	84 32%	1 0%	0 0%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	51%	3%	1%		
My child receives appropriate additional	251	95 38%	89 35%	17 7%	5 2%	45	Mae fy mhentyn yn cael cymorth

		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	
support in relation to any particular individual needs'.			32%	45%	7%	2%		ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	260	106 41%	105 40%	36 14%	8 3%	5		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	50%	11%	3%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	260	125 48%	95 37%	26 10%	6 2%	8		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.	262	83 32%	114 44%	21 8%	7 3%	37		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.	261	117 45%	120 46%	6 2%	0 0%	18		Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%			
My child is well prepared for moving on to the next school or college or work.	253	99 39%	99 39%	10 4%	1 0%	44		Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	45%	8%	2%			
There is a good range of activities including trips or visits.	262	163 62%	89 34%	7 3%	1 0%	2		Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%			
The school is well run.	259	171 66%	74 29%	4 2%	0 0%	10		Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%			

Appendix 3

The inspection team

Robert Davies	Reporting Inspector
Meinir Ebbsworth	Team Inspector
John F Thomas	Team Inspector
Hugh Davies	Team Inspector
Steven William Pringle	Team Inspector
Lowri Jones	Team Inspector
Peter Trevor Lewis	Lay Inspector
Cedric Burden	Peer Inspector
Clare Kynaston	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 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 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 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.