



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

**Newbridge School
Bridge Street
Newbridge
Newport
NP11 5FR**

Date of inspection: March 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

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

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Context

Newbridge School is a mixed 11-16 community school serving the town of Newbridge and its surrounding area in the County Borough of Caerphilly. There are around 980 on roll, which represents an increase of nearly 100 pupils since the last inspection in October 2008.

Many of the pupils come from the town of Newbridge as well the surrounding villages of Crumlin, Abercarn and Pentwynmawr. A few pupils come from out-of-catchment areas. This proportion has increased over the last three years. Around 19% of pupils are eligible for free school meals, which is just above the national average of 17.5%. Just over one fifth of pupils live in the 20% most deprived areas of Wales.

The pupils entering the school represent the full range of ability. Around 13% have a special educational need. This figure is lower than the national average of 20.1%. Around 2% of pupils have statements of special education needs. The proportion of pupils that have statements of special education needs is just below the national rate of 2.4% in Wales as a whole. The school hosts a key stage 3 inclusion centre, which supports pupils from across the local authority with emotional and behavioural difficulties.

Most pupils come from a white British background and no pupils speak Welsh fluently.

The headteacher has been in post since 2008 and is supported by three deputy headteachers, two of whom are acting deputy headteachers. There is one permanent assistant headteacher and one acting assistant headteacher.

The individual school budget per pupil for Newbridge School in 2014-2015 means that the budget is £4,115 per pupil. The maximum per pupil in the secondary schools in Caerphilly is £5,321 and the minimum is £3,879. Newbridge School is seventh out of the 14 secondary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The current performance at Newbridge school is good because:

- Performance at key stage 4 in the level 2 threshold including English and mathematics has generally been strong over the last three years
- Performance in the indicators that include a wide range of qualifications has improved well
- Performance by pupils eligible for free school meals is generally strong
- More able pupils achieve well at key stage 4
- Pupils are punctual to lessons, behave and concentrate well in lessons and have positive attitudes to learning
- Teachers have secure subject knowledge and well-established classroom routines, which contribute successfully towards pupils' learning and progress
- In many lessons, pupils gain secure subject specific knowledge and understanding and they produce work to a high standard
- Many pupils have well-developed literacy and numeracy skills and apply them effectively across subjects

Prospects for improvement

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

- Leaders have been successful at maintaining a high standard of teaching in the school that produces good outcomes for pupils
- Meetings provide a clear focus on improving outcomes for pupils and afford worthwhile opportunities for teachers to share best practice
- The school has successfully established a wide range of networks of professional practice, including those that focus on its priorities of literacy and numeracy
- Curriculum leaders work effectively and successfully underpin much of the school's work
- There is a high level of consistency in the quality of departmental self-evaluation reports
- Many leaders use data well across the school for measuring academic progress and identifying areas for improvement

However:

- The oversight and management of the school's pastoral work are not well co-ordinated
- Leaders, including school governors, have not ensured that the school's policies

are reviewed and updated regularly

- Whole school self-evaluation is too generous in places and lacks focus in others, and improvement planning is not always sharp enough
- Leaders have not ensured that there is appropriate curriculum time for Welsh second language for current Year 11 pupils
- Leaders have not ensured that the school council makes an effective contribution to school life

Recommendations

- R1 Improve boys' performance at key stage 4, especially in English
- R2 Improve the co-ordination and oversight of the school's pastoral work, and ensure that the school's policies are reviewed and updated regularly
- R3 Improve the focus and sharpness of self-evaluation and improvement planning processes
- R4 Ensure that there is appropriate curriculum time for Welsh second language in key stage 4 and that pupils have opportunities to take Welsh second language qualifications
- R5 Ensure that school council members are elected democratically and that the school council plays a greater role in decision-making, shaping policy and improving aspects of school life

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the last three years to 2014, performance at key stage 4 in the level 2 threshold including English and mathematics has generally been strong. In 2014, performance is well above modelled expectations. This has been a consistent pattern over the last five years with the exception of 2013. Performance in the indicators that include a wide range of qualifications has improved well over the past three years. Progress made by pupils from key stage 2 and to the end of key stage 4 in most indicators is significantly better than expected.

At key stage 3, the proportion of pupils attaining the core subject indicator has increased rapidly over the last three years, with a big increase in 2014, up by over 12 percentage points. In 2014, performance is well above modelled expectations.

At key stage 4, the performance of boys in the level 2 threshold including English and mathematics has generally been weaker than that of girls. This is due to the declining performance of boys in English over the last four years. More able pupils achieve well at key stage 4. At key stages 3 and 4, performance by pupils eligible for free school meals is generally strong. At key stage 4 in 2014, in all main indicators these pupils perform better than similar pupils nationally. Overall, 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 progress across most indicators.

The proportion staying on in full time education after 16 is in line with national figures. However, the proportion of pupils who have left school at 16 and are reported as being not in education, employment and training is higher than local and national figures. This is largely due to a small proportion of pupils who are registered with the school but are educated elsewhere.

In most lessons, pupils follow well-established classroom routines and settle into their work quickly and sustain consistently good levels of concentration. They listen attentively to teachers' instructions and explanations and engage well in activities. In many lessons, they gain secure knowledge and understanding, develop a wide range of skills and produce work to a high standard. They display an accurate recall of previously learnt work and apply this well in new situations. Many pupils display strong thinking skills and are able to use these to solve problems across different subject areas. For example, in English they identify and analyse key factors from texts to support their written work. In a few lessons, pupils make exceptional progress. In these lessons, they demonstrate a thorough recall of previous work and respond very well to challenging activities. They make perceptive and analytical comments on their work and that of others. They work independently when needed and plan, design and refine their work exceptionally well. In a few lessons, pupils do not always apply themselves well enough to tasks, and as a result they do not make as much progress as they should.

Many pupils speak clearly and confidently and contribute effectively to classroom discussions. They demonstrate secure reading skills and use a range of techniques well to extract and summarise key information from different sources. In a few lessons, pupils demonstrate sophisticated reading skills. They read accurately and use inference and deduction skills to analyse narrative pieces exceptionally well.

Many pupils produce consistently good quality extended pieces of written work. They write using a variety of styles and show an adept awareness of purpose and audience. In a few subjects, pupils produce extended written pieces of work to a very high standard and they express opinions effectively using well-structured and convincing arguments. Many pupils use a wide range of subject-specific terms well to compare and evaluate their work competently. They are able to describe events and processes clearly. A few pupils do not write sufficiently well at length and too many spelling and grammatical mistakes detract from the quality of their work.

Many pupils make reliable progress in developing numeracy skills and use them well to solve problems in mathematics and in other subjects across the curriculum. In science and geography, they use data handling skills well to present and interpret information in both tabular and graphical forms. In other subjects, such as information communication technology (ICT), they apply their mathematical and reasoning skills well to evaluate problems in real-life contexts, such as analysing water consumption rates in different household settings.

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

Wellbeing: Good

Nearly all pupils feel safe in school and consider that the school deals well with the very few incidents of bullying. Most pupils have a clear understanding of how they can keep healthy and the importance of regular exercise. Many pupils participate in a range of extra-curricular and sporting activities provided by the school and the 5 x 60 club.

The behaviour of pupils is exemplary in most lessons and similarly around the school. Pupils are courteous and respectful to staff, peers and visitors to the school. They are punctual to lessons, concentrate well and have positive attitudes to learning.

Attendance has risen over the last three years and is in line with modelled expectations. However, in 2014, this places the school in the lower half when compared to similar schools based on free-school-meal eligibility. Exclusion rates have generally been lower than national averages, although they have increased noticeably this academic year.

The school council is involved in a few aspects of the work of the school. However, members have not had many opportunities to contribute to the development of

school policies, plans and initiatives. The eco-committee makes a worthwhile contribution to improving the environment of the school. Key stage 4 pupils contribute well to younger pupils' wellbeing through a range of activities such as the peer reader programme.

Most pupils participate actively in a wide range of community activities and charity work that develop their social and life skills well and enable them to move confidently to the next stage in their learning.

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

The school offers a broad and balanced curriculum that successfully meets the needs of the pupils and the community. The two year key stage 3 builds appropriately on pupils' experiences at key stage 2. The recently introduced key stage 4, which starts at the beginning of Year 9, provides a comprehensive selection of general and vocational courses suitable for progression into further education or training.

In addition to the taught curriculum, pupils have access to a wide range of extra-curricular activities, including well-attended sporting, drama and music clubs. The school runs regular local and international visits that provide valuable learning experiences.

The school is making strong progress with integrating the national literacy and numeracy framework into its schemes of work. The literacy and numeracy toolkits for staff and pupils are helping to develop a consistent approach to delivery of these skills in lessons. The school identifies pupils with weak literacy or numeracy skills effectively and catch-up sessions organised during the school day are successful in helping them to improve. At key stage 4, the provision for the Welsh Baccalaureate Qualification is effective in developing many pupils' wider skills.

The amount of time provided in the curriculum for the teaching of Welsh second language in key stage 4 is insufficient for the current Year 11 cohort. Very few pupils are entered for a recognised qualification in Welsh second language and too many have a poor perception of the subject. There is an appropriate range of activities, including a whole school annual Eisteddfod, displays, assemblies and trips, to develop pupils' understanding of Welsh culture and traditions.

The school makes a valuable contribution to developing pupils' understanding of sustainability and global citizenship through subject lessons and theme days. The pupil-led eco-committee has a beneficial impact in the school and local community.

Teaching: Good

One of the school's strengths is the very strong working relationships between teachers and pupils. This, along with teachers' secure subject knowledge and well-established classroom routines, contributes successfully towards pupils' learning and progress.

In many lessons, teachers set high expectations for pupils' standards of behaviour, work and progress. Lessons are well structured, have clear learning objectives and cater well for pupils of differing abilities. Well-designed and resourced activities build effectively on pupils' previous subject knowledge and understanding. In addition, teachers plan purposeful and relevant opportunities to develop pupils' literacy and numeracy skills. In classroom discussions, and while supporting pupils in their work, teachers use a range of effective questioning techniques to test and develop pupils' understanding. All these strategies enable pupils to make strong progress in their subject learning as well as their wider skills.

In a few lessons, teaching is highly effective. In these lessons, teachers demonstrate very thorough subject knowledge and they structure high quality tasks that encourage pupils to take responsibility for their own learning. In these lessons, pupils make particularly strong progress in both subject specific skills and wider skills, such as literacy, performance and problem solving.

In a few lessons, teaching is less effective. In these lessons, teaching lacks pace and engagement and, as a consequence, pupils do not remain fully focused. In addition, although teachers use a range of engaging activities, they do not always focus sufficiently on ensuring that pupils develop their understanding of key subject objectives well enough.

Most oral feedback for pupils in lessons is positive and encouraging. Pupils and teachers are fully aware of current performance and targets for improvement. Pupils comment regularly on their performance in subject specific learning passports and this helps them to understand how to improve their work. The marking of pupils' work is generally consistent across subjects. However, in a few areas marking is not regular enough. Most teachers make good use of written comments to help pupils know how well they have done and what they can do to improve. However, in only a few instances are comments acted upon by pupils or followed up by teachers.

The school sets ambitious targets for pupils and leaders track the progress towards these effectively. This allows the school to monitor current performance and to plan valuable interventions well.

Parents and pupils receive regular and worthwhile progress summaries based on current performance and progress towards targets. End-of-year reports to parents are thorough, set out subject-specific aspects for improvement and allow the pupils and parents to comment on their achievement.

Care, support and guidance: Good

The school works well to promote pupils' wellbeing. It has appropriate arrangements for promoting healthy eating and drinking, and the canteen offers a variety of healthy food. A wide range of extra-curricular activities, reinforced by the personal and social education programme and subject areas such as physical education and science, contributes well to pupils' understanding of healthy living.

There is a consistently strong focus on promoting good behaviour and positive attitudes to learning, which successfully encourages pupils to show care and respect

to others. Staff create a caring and supportive environment and deal with the very few instances of bullying well. As a result, nearly all pupils feel safe in school. However, whole-school monitoring in areas such as attendance and behaviour is underdeveloped.

The school provides worthwhile guidance for pupils when making choices about subject options, careers and progression to post-16 education or employment. A well-planned programme of activities, including assemblies, registration periods and personal and social education lessons, promotes pupils' spiritual, moral and cultural development well. These are supported effectively by external agencies such as the police and charitable organisations.

Pupils with additional learning needs are well supported by the school. They have full access to the curriculum and benefit from a wide range of interventions that enable them to make sound progress. Appropriate individual education plans set suitable targets and are reviewed regularly. Parents are kept well informed and are fully involved in their child's education.

The Inclusion Centre provides a safe environment, which supports the needs of the most vulnerable pupils very well and enables them to make significant progress, for example in their attendance, social development and basic skills.

Pupils have access to a wide range of specialist services, which supports their wellbeing effectively. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school's motto, "to inspire, succeed and excel", underpins a strong ethos in the school for all staff and pupils to achieve their best. It is a fully inclusive community where pupils have equal access to the curriculum and it promotes respect for diversity clearly. The school does not tolerate any form of stereotyping, racism or harassment. Furthermore, the school provides many worthwhile opportunities for pupils to be involved in school life and to support the wider community. For example, pupils take an active role in supporting many events in the community and at the school.

Accommodation is of a suitable standard, and the buildings, given their age, are kept in a good state of repair and decoration. The school site is secure and the outdoor area is managed well. Classrooms are welcoming and contain informative and stimulating subject displays. Learning resources, including computers, meet pupils' needs well. Sporting facilities are of good quality and the school benefits from the use of the adjacent local leisure centre. The school has refurbished many of its toilet facilities. However, overall there are not enough toilets in the school and a few have yet been modernised.

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

The headteacher and senior leaders have communicated their vision for school improvement consistently and effectively during a challenging period. They provide purposeful leadership and have a sound understanding of the school's strengths and areas for improvement. The school's aims are clear and understood by all. They focus well on meeting the needs of pupils, align well to school and national priorities, and have had an impact on raising standards. However, a few important areas of the school's work are not sufficiently well led. For example, no member of the senior leadership team oversees attendance effectively at the whole school level. This means that information across the school linked to pupils' wellbeing, in areas such as attendance, behaviour and exclusions, is not monitored closely enough.

Line management and leadership meetings are generally well organised. They provide a clear focus on improving academic outcomes for pupils and afford worthwhile opportunities for teachers to share best practice. The regular meetings create a culture of accountability across the school and allow senior leaders ably to monitor the progress of whole school curriculum and departmental priorities.

Performance management arrangements are effective and the school challenges underperformance robustly. Targets from the performance management process are used well to inform professional development opportunities for staff. Many leaders use data well across the school for measuring academic progress and identifying areas for improvement. Pastoral leaders deal with and resolve pupils' wellbeing effectively.

Governors provide appropriate support for the school. They play a suitable role in setting the school's strategic direction and they carefully monitor the allocation of its budget. However, overall they have not challenged the school robustly in areas of relative underperformance such as attendance and outcomes in GCSE English language. Pupil associate governors have not attended governing body meetings.

Leaders have not ensured that the school's policies are regularly updated and easily accessible to staff and parents.

Improving quality: Adequate

The headteacher and senior leadership team have made appropriate progress in developing a culture of self-evaluation and development planning across the school.

The school's self-evaluation report is detailed and, in many areas, it clearly identifies the school's strengths and areas for improvement. However, there are gaps in its evaluation, such as performance across GCSE subjects and in its evaluation of exclusion data. Leaders draw on a range of appropriate first-hand evidence when evaluating the work of the school, including lesson observations and book reviews. However, the judgements on teaching are mostly too generous and the views of pupils and parents about the work of the school are not sought consistently.

Curriculum leaders analyse performance data well and have a clear understanding of pupil performance in their area. There is a high level of consistency in the quality of departmental self-evaluation reports. However, the evaluations completed by pastoral leaders are less well developed and are generally too descriptive.

The school development plan links well with the self-evaluation report and provides a sound basis for improvement. It focuses appropriately on national priorities, for example developing pupils' literacy and numeracy skills, as well as school priorities. The plan identifies clear actions, staff responsibilities and resources. However, measurable targets are not always specific enough.

Curriculum leaders produce effective development plans using the whole-school priorities as a starting point. Departments identify suitable actions to show how they will respond to these priorities. Both curriculum leaders and their line managers regularly monitor progress towards the agreed targets. However, pastoral leaders' plans do not set clear targets for improving attendance.

Overall, the school has made suitable progress in the way in responding to the recommendations of the last inspection. There has been an improvement in the quality and consistency in marking and reporting across the school, support staff are included in the performance management process, and the governing body has fulfilled its responsibility for producing an annual report to parents. However, progress with improving attendance and the rigour of self-evaluation has been more modest.

Partnership working: Good

The school has developed valuable working relationships with a wide range of partners. These links are particularly effective in promoting pupils' wellbeing and enhancing their learning experiences.

Partnerships with primary schools are well developed and there is a well-planned programme of activities, for example the Year 5 mystery morning. Teachers from departments including drama, art, geography and ICT provide worthwhile support in local primary schools and teachers in the core subjects attend useful moderation meetings. Transition arrangements are effective and ensure that pupils transfer from other schools with confidence.

Strong links with local colleges enable pupils to have access to advice about post-16 courses from Year 9 onwards. Both the college and the school support pupils well in making appropriate course choices and planning future pathways into higher education or employment.

The school's work with a range of external agencies makes valuable contributions to the provision for pupils' personal and social development, especially for vulnerable pupils. Links with the community are beneficial. For example, the local Rotarians visit the school annually to conduct careers interviews with all Year 11 pupils. The school works effectively with a range of teacher training colleges to provide successful training opportunities for trainee teachers.

There are appropriate links with parents. They are suitably informed about the school's work and their children's wellbeing and progress. Parents were recently consulted about changes to the arrangements for teaching at key stage 4.

Resource management: Good

The school manages its resources effectively, deploys teachers well and maintains appropriate class sizes. Teachers are well qualified and subject specialists deliver nearly all lessons. The school uses Welsh Government grants effectively to enrich pupils' educational experiences and boost the standards they achieve. It has successfully established a wide range of networks of professional practice, including those that focus on its priorities of literacy and numeracy, to support teachers to develop new skills and innovative approaches to learning and teaching.

Governors carefully scrutinise the school's allocation of resources. The headteacher and the governing body's finance sub-committee monitor the school budget well and ensure that strategic objectives are funded appropriately. The finance manager works closely with the headteacher to monitor day-to-day spending. All spending decisions relate well to priorities for improvement and for the benefit of pupils. The school has maintained a secure financial position for many years and has retained suitable contingency funds to meet projected capital expenditure to improve resources for pupils. The school uses its Pupil Deprivation Grant well to support pupils from disadvantaged backgrounds and in the main these pupils make beneficial progress.

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

Appendix 1

Commentary on performance data

At key stage 3, the proportion of pupils attaining the core subject indicator has increased strongly over the last three years, with a big increase in 2014, up by over 12 percentage points. In 2014, performance is well above modelled expectations and places the school in the top 25% of schools based on free-school-meal eligibility. Performance in the separate core subjects at level 5 and above displays a similar improvement in 2014. In 2014, performance in English, mathematics and science places the school in the top 25%, top 25% and upper 50% of similar schools based on free-school-meal eligibility respectively. At level 6 and above, performance in all the core subjects has also improved sharply in 2014, particularly in science where performance has increased by nearly 30 percentage points from 2013. Performance at level 6 and above in all the core subjects in 2014 places the school in the top 25% of similar schools based on free-school-meal eligibility respectively.

Over the last three years to 2014, attainment at key stage 4 in the level 2 threshold including English and mathematics has fluctuated. It declined noticeably in 2013, but has recovered strongly in 2014. However, overall attainment in the three years up to and including 2014 is below that in 2011 and 2010. In 2014, performance is well above modelled expectations. This has been a consistent pattern over the last five years with the exception of 2013, where performance in this measure was in line with expectations. In 2014, performance in the level 2 threshold including English and mathematics is well 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. Performance in English has fluctuated over the last three years. In 2014, it is in line with the average of the family of schools and places the school in the lower 50% of similar schools based on free-school-meal eligibility. Performance in mathematics has fluctuated over the last three years, with a noticeable dip in 2013. In 2014, performance is above the average of the family of schools and places the school in the upper 50% of similar schools based on free-school-meal eligibility. Performance in science has been consistently above the family over recent years, although, in 2014 performance places the school in the lower 50% of similar schools based on free-school-meal eligibility. Performance in the level 2 threshold has improved well over the last three 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. Similarly, performance in the level 1 threshold has improved well over the last three years. In 2014 it is above the family average and places the school in the lower 50% of similar schools based on free school-meal eligibility. This represents a big improvement from 2012. In 2014, performance in the capped points score is above modelled expectations and the average of the family of schools. It places the school in the upper 50% 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 indicators that include English and mathematics is significantly above expected performance in 2014. Progress made by pupils from both key stage 2 and key stage 3 to the end of key stage 4 in the indicators that include a wide range of qualifications is generally better than expected in 2014.

At key stage 3, girls outperform boys in all core subjects. The difference in the performance of boys and girls is most noticeable in English and the gap is similar to that seen nationally. That is, boys' performance is around 10 percentage points lower than that of girls. At key stage 4, the performance of boys in the level 2 threshold including English and mathematics has generally been a lot weaker than that of girls over the last four years, with the exception of 2013. In 2014, the difference in performance between boys and girls is nearly three times the difference seen nationally. The gender difference is attributable to the large gap between the performance of boys and girls in English. In 2013, the gender difference reduced noticeably due to the weak performance of girls in mathematics.

At key stage 3, the performance of pupils eligible for free school meals has generally been quite strong and has usually been above the national average for these pupils. Again at key stage 4, performance by pupils eligible for free school meals is generally strong. In 2014, in all headline indicators these pupils perform better than similar pupils nationally. 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 progress across headline indicators.

A small number of pupils left the school without a qualification in 2014. The proportion staying on in full time education after 16 is just above national figures. A very few pupils have left school at 16 and are reported as being not in education, employment and training. This proportion is higher than local and national figures.

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	269	186 69%	78 29%	2 1%	3 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	269	104 39%	140 52%	20 7%	5 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	3%	
I have someone to talk to if I am worried	269	150 56%	110 41%	7 3%	2 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	266	120 45%	126 47%	16 6%	4 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	268	162 60%	93 35%	11 4%	2 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	269	163 61%	98 36%	7 3%	1 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	267	165 62%	92 34%	8 3%	2 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	268	95 35%	134 50%	36 13%	3 1%	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	269	175 65%	85 32%	8 3%	1 0%	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	269	46 17%	151 56%	67 25%	5 2%	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	267	140 52%	98 37%	22 8%	7 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	51%	16%	4%	

		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		267	92 34%	140 52%	29 11%	6 2%	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		267	157 59%	101 38%	6 2%	3 1%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		267	162 61%	92 34%	11 4%	2 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background		268	164 61%	94 35%	6 2%	4 1%	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		268	164 61%	92 34%	2 1%	10 4%	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		162	83 51%	65 40%	9 6%	5 3%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	52%	15%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		8	0 0%	6 75%	0 0%	2 25%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	6%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	156	113 72%	39 25%	3 2%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	156	107 69%	42 27%	2 1%	3 2%	2	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.	156	114 73%	36 23%	4 3%	1 1%	1	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.	156	116 74%	34 22%	1 1%	3 2%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	155	62 40%	77 50%	7 5%	3 2%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	155	102 66%	49 32%	3 2%	1 1%	0	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	156	123 79%	31 20%	1 1%	1 1%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	154	74 48%	71 46%	7 5%	1 1%	1	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.	156	90 58%	60 38%	0 0%	3 2%	3	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.	155	85 55%	61 39%	5 3%	1 1%	3	Caiff 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.	155	104 67%	48 31%	0 0%	3 2%	0	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'.	150	81 54%	52 35%	3 2%	1 1%	13	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.	155	92 59%	52 34%	8 5%	2 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	156	94 60%	57 37%	3 2%	1 1%	1	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.	154	66 43%	70 45%	11 7%	2 1%	5	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.	155	91 59%	61 39%	1 1%	2 1%	0	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.	145	63 43%	55 38%	4 3%	3 2%	20	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.	156	97 62%	55 35%	2 1%	1 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	154	103 67%	48 31%	1 1%	2 1%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

Appendix 3

The inspection team

Robert Davies	Reporting Inspector
Alwyn Thomas	Team Inspector
Michelle Gosney	Team Inspector
Steven William Pringle	Team Inspector
Delyth Lloyd Gray	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Simon Ellis	Peer Inspector
Marcel Guillou	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.