



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

**Castell Alun High School
Hope
Flintshire
LL12 9PY**

Date of inspection: December 2013

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

Castell Alun High School is an English medium, mixed 11 to 18 comprehensive school located in the village of Hope, Flintshire. There are 1,365 pupils on roll, of whom 310 are in the sixth form. These figures represent an increase since the time of the last inspection when there were around 1,230 pupils on roll.

The school serves a wide area made up of mainly rural communities from Penyffordd, Penymynydd, Kinnerton, Ffrith, Llanfynydd, Treuddyn, Leeswood, Hope and Caergwrle. Around 5% of pupils are entitled to free school meals, which is lower than the national average of 17.7%, and 7.3% of pupils live in the 20% most deprived areas of Wales.

The pupils entering the school represent the full range of ability. Around 4.3% have a special educational need. This figure is lower than the national average of 19.2%. Under 1% of pupils have statements of special educational needs. This figure is lower than the national average of 2.5% for Wales as a whole.

A very few pupils come from ethnic-minority backgrounds and currently no pupils receive support to learn English as an additional language. A very small number of pupils speak Welsh as their first language.

The headteacher has been in post since September 2013. Prior to his appointment he had been a deputy headteacher at the school for nine years. The other four senior leaders in the school have been in post for between four and 15 years.

The individual school budget per pupil for Castell Alun High School in 2013-2014 means that the budget is £3,768 per pupil. The maximum per pupil in the secondary schools in Flintshire is £5,052 and the minimum is £3,768. Castell Alun High School is 12th out of the 12 secondary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of Castell Alun High School is good because:

- performance at key stage 4 in qualifications that includes English and mathematics has been strong over recent years;
- attainment in the individual core subjects at key stage 4 is strong and compares favourably with that of similar schools;
- in many lessons, pupils gain secure knowledge and understanding, and develop a wide range of effective skills;
- the exceptional school ethos creates an extremely positive, inclusive and caring learning environment that brings about very high levels of pupil participation across the school and community;
- pupils demonstrate exemplary behaviour; and
- the school works effectively with a range of partners and this work has a positive impact on pupils' wellbeing and achievement.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision for the continuous improvement of the school, which is shared by all members of staff and governors;
- school improvement strategies are focused on key areas for development;
- the school has a robust system for self-evaluation and senior leaders have a secure understanding of the school's strengths and areas for improvement;
- the school has developed strong working relationships with a wide range of partners that make a successful contribution to provision and standards; and
- governors thoroughly understand their role and support the school well.

Recommendations

- R1 Increase levels of accountability across senior and middle leaders by developing a closer focus on pupil outcomes
- R2 Refine the processes of self-evaluation and development planning across the school
- R3 Reduce the variation in the quality of teaching and assessment across the school
- R4 Improve outcomes for more able pupils

What happens next?

The school will draw up an action plan which 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?

Good

Standards: Good

Over the last three years at key stage 4, the school's performance in the indicators that include English and mathematics has been consistently above the average for similar schools. Performance in this indicator declined noticeably in 2013, although performance still places the school in line with expectations. Performance in the indicators that include a wide range of qualifications is in line with that of similar schools. In the individual core subjects, over the last three years, the school's performance compares well with that of similar schools, despite performance in mathematics and English declining in 2013.

Boys' performance in English and mathematics has generally improved well over the recent years. In 2013, the gap between the performance of girls and boys is smaller than the average for the family of similar schools and nationally. However, during this time, the performance of girls has declined markedly in mathematics. Pupils' progress from the previous key stages is strong in the indicators that include English and mathematics, although it is weaker in those indicators that include a wide range of qualifications. Performance by pupils entitled to free school meals has been variable over the last three years, although these pupils generally achieve in line with expectations. Pupils with additional learning needs, and including more able pupils, largely make progress in line with expectations.

At key stage 3, performance in English, mathematics and science improved well in 2013, and overall performance is higher than expected. The difference between boys' and girls' performance is small, although it is most evident in English at the higher levels where gender gap is bigger than that seen in the family of schools and nationally.

Sixth form students gain a wide range of qualifications and make appropriate progress in the majority of subjects.

No pupils leave the school without a qualification. This has been the case for the last three years. No pupils leave the school at 16 and are reported as being not in education, employment and training. This is better than rates observed locally and nationally.

A few pupils arrive at the school in Year 7 without the reading skills necessary to access the curriculum successfully. Many of these pupils make good progress in key stage 3.

In many lessons, pupils gain secure knowledge and understanding, and develop appropriate skills. They progress through tasks and activities well and produce high-quality work. They demonstrate a thorough and accurate recall of previously learnt work and apply this well to new situations. They effectively plan, design and refine their work while also acting on advice to make further improvements. In a few

lessons, pupils make exceptional progress and work at very high levels. In particular, they respond extremely well to challenging activities and show high levels of commitment and resilience to develop their knowledge and skills further. They work very well in pairs and groups, explain the relevance of tasks to each other, and give detailed reasons for the choices they make in activities. Furthermore, they use precise subject terminology to demonstrate a thorough understanding of subject specific concepts. In a few lessons, pupils do not make as much progress as they should. These pupils do not always complete tasks to a high enough standard since their work often lacks attention to detail and accuracy.

Most pupils listen attentively and respond effectively to their teachers and peers, building on others' comments in group discussion. They speak clearly and confidently. A minority of pupils ask searching questions of their teachers and of each other to extend their understanding or for clarification. A few pupils lack fluency and confidence in their oral work and these pupils do not contribute fully in class discussions. Many pupils demonstrate sound reading skills and extract information from a wide range of sources. They record, evaluate and analyse information well, and use information to explain ideas and reason clearly. Many pupils make consistently good notes in their books and annotate key aspects of work well for future reference.

Many pupils produce good quality extended pieces of written work. They write for a variety of purposes and audiences and use written communication effectively to produce formal letters, reports, scripts and newspaper articles, for example. In a few subjects, more able pupils write exceptional pieces of work that are well planned and show flair and creativity. They use effective persuasive techniques, such as rhetorical questions and emotive language, to convey mood and effect. A minority of pupils do not write consistently well at length and produce work of variable quality. A few pupils make too many spelling and grammatical mistakes in their written work.

Most pupils make good progress in developing their numeracy skills and are able to organise data effectively and construct graphs accurately. A few pupils apply their numeracy skills well across the curriculum and solve problems, such as calculating the speed of sound waves in science. However, a minority of pupils lack fluency with basic calculations, such as division, which hinders their progress in other areas.

At key stage 3, performance in Welsh second language has improved well over the last 4 years, and performance in 2013 places the school in the top 25% of similar schools based on free-school-meal entitlement. At key stage 4, most pupils are entered for a qualification in Welsh second language and a majority of these pupils gain a full or short course GCSE A*-C grade qualification.

Wellbeing: Excellent

Pupils at Castell Alun High School greatly value their school. They fully enjoy school life and participate enthusiastically in the all learning experiences and opportunities that the school provides. Their positive attitudes to learning have a very strong impact on attendance, behaviour and standards.

Pupils' behaviour is exemplary. The level of care, concern and respect pupils have for each other is outstanding. They are not afraid to offer or receive help from one another and this has a positive impact on their progress and achievement. Nearly all pupils feel very safe and well supported in school.

The school council and many other pupil groups make highly effective and valued contributions to decision-making and school improvement, including influencing the ways in which they learn as well as contributing towards improving facilities and learning resources in the school. For example, pupils helped to design and set up a suite of resources to support literacy and numeracy skills across the curriculum. Pupils' contribution to decision-making and school improvement is an outstanding feature.

Pupils understand the importance of healthy living well. Many participate in the extensive programme of extra-curricular events, including sports, musical productions with the school jazz band, community activities and supporting local charities. Pupils develop self-confidence and their social and life skills extremely effectively.

Attendance levels over the last five years are high and have placed the school in the top 25% of similar schools in Wales. Furthermore, for 2013 attendance rates are well above expectations. The number of days lost as a result of exclusion is very low.

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

The school has made significant progress since the last inspection in the number of key stage 4 and sixth form courses it offers. Effective collaboration with neighbouring providers helps to deliver a comprehensive, balanced and stimulating curriculum of general and vocational courses. This meets the needs and aspirations of all pupils and builds successfully on learning experiences in key stage 3.

The Welsh Baccalaureate qualification in key stage 4 and in the sixth form is a strong feature. The course provides a wide range of opportunities for pupils to improve their skills, which include beneficial activities to support the community.

The school, working with national and local partners, has recently implemented appropriate plans to implement the national literacy and numeracy framework. All departments identify opportunities to develop skills. The English and mathematics departments support staff well in developing literacy and numeracy skills across all subjects.

The extensive extra-curricular provision has had a positive impact on pupils' achievement, wellbeing and attitudes to learning. School staff and the 5x60 officer provide a wide range of well-attended sporting, cultural, learning and musical activities, such as the very popular after school club.

Provision for Welsh is well planned and ensures that many pupils make good progress. Pupils' understanding of Welsh culture and traditions is developed well through a range of subjects and extra-curricular activities, including an annual eisteddfod.

The school contributes appropriately to pupils' awareness of sustainability and global citizenship.

Teaching: Good

In nearly all lessons, relationships between teachers and pupils are very good and contribute to a calm and positive learning environment.

In many lessons, teaching is consistently good. Teachers set high expectations for pupils and plan effectively to motivate pupils and sustain their interest. In these lessons, teachers make effective and creative use of activities and resources to consolidate and extend pupils' learning. Further, teachers develop pupils' skills well using a good range of teaching and learning strategies. They challenge pupils to work independently and with others. In a few lessons teaching is excellent. In these lessons there is a very high level of challenge and a brisk pace to learning. Teachers use skilful questioning to extend pupils' understanding. They provide worthwhile opportunities for pupils to reflect on and assess their learning throughout the lesson. This ensures that pupils make exceptional progress.

In a few lessons, where teaching is less effective, teachers do not plan well enough for pupils to progress in their learning. They do not set high enough expectations or challenge pupils sufficiently. As a result, pupils do not always do as well as they should.

Many teachers provide pupils with helpful verbal feedback during lessons. Nearly all teachers mark work regularly. In many cases, the marking is informative and offers helpful suggestions to improve. However, pupils do not always follow up on these comments and a minority of comments do not focus sufficiently on helping pupils to improve their work. Overall, there are too many inconsistencies across the school in the quality of written feedback and in the approach to marking.

The school has a suitable system for monitoring pupils' progress that helps teachers to identify underachievement. Most pupils have a secure understanding of their overall targets and progress. However, too many targets set by pupils or teachers are not precise enough to help them improve the quality of their work.

Parents receive reports that provide clear information on pupils' current level of progress. Most reports identify suitable targets for improvement.

Care, support and guidance: Good

The school provides a respectful, caring and supportive environment that has a very positive impact on many aspects of pupils' wellbeing and personal development.

The school involves pupils of all ages and abilities extensively in contributing to decision-making through the work of the school council and other pupil-led groups. Wide-ranging opportunities for pupils to make decisions and to volunteer for community support are strengths. Assemblies and tutorial sessions provide good opportunities for reflection and help promote pupils' spiritual and moral development effectively. The extensive provision of extra-curricular activities, with high rates of participation, makes a very worthwhile contribution to pupils' sporting, cultural and social development. The school purposefully helps pupils to adopt healthy lifestyles.

Well-communicated and closely-monitored support for identified vulnerable pupils results in excellent attendance and behaviour. The school works well with a range of external agencies to meet the specific needs of individual pupils and offers useful information to pupils and parents regarding options and career paths.

The school identifies pupils with additional learning needs clearly and provides suitable support. Individual educational plans identify appropriate learning targets. The annual review process for pupils with special educational needs satisfies statutory requirements. The school offers good support for individuals and groups of pupils. There are effective systems to ensure that parents of pupils with additional learning needs are well informed about their child's education. Pupils with low levels of literacy and numeracy benefit from good support and make sound progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school has appropriate arrangements to promote healthy eating and drinking.

Learning environment: Excellent

The school has an exceptionally caring and inclusive ethos that pervades the whole school and creates a very positive learning environment. Through its pastoral system, stimulating curriculum and the extensive range of extra-curricular activities, many pupils achieve high standards both academically and socially. All pupils take great pride in belonging to the school and demonstrate high levels of empathy and consideration towards peers, staff and the wider community. In particular, pupils carry out a range of extremely worthwhile activities in the community, for example providing valuable support for a local hospice centre. The school effectively supports pupils from all backgrounds and ensures that they have equal access to the school curriculum and other wider opportunities to succeed in all aspects of school life.

The school is a particularly clean and welcoming environment. Accommodation is of a good standard and school buildings and grounds are very safe and well maintained. Displays in classrooms and around the school are very attractive, well presented and informative. There is a comprehensive range of learning resources, and teachers use them effectively to support pupils in their learning.

Key Question 3: How good are leadership and management?
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Good

Leadership: Good

The new headteacher has a clear vision for the continuous improvement of the school, which is shared by all members of staff and governors. Leaders and managers work enthusiastically to successfully make the vision a reality.

Leaders' roles and responsibilities are clearly defined and well balanced. Senior leaders focus suitably on the maintenance and improvement of high quality provision and producing consistently good outcomes for learners. They are well supported by a strong team of middle managers.

Frequent one-to-one meetings of senior and middle managers are effective in promoting the implementation of whole-school initiatives in each learning area. However, these meetings do not focus sharply enough on pupils' outcomes. All managers place high demands on themselves and have high expectations of the teachers they manage. They actively challenge underperformance.

School improvement strategies are firmly in line with national priorities. Staff training, curriculum planning, revised work schemes and quality assurance procedures are promoting improvements in teaching and learning in line with these priorities.

Performance management is effective in supporting and challenging teachers. However, a minority of targets do not focus clearly enough on measurable outcomes. The reports on lesson observations recognise the good practice taking place in the classroom, but are not sufficiently perceptive in identifying how the work of teachers or pupils could be even better.

Managers use pupil attainment data well both to set targets for individual pupils and to monitor the effectiveness of provision in learning areas.

Governors carry out their work effectively and support the school well. They have a comprehensive understanding of pupil-attainment data. Governors' participation in meetings with senior staff and the manager of each learning area allows them to challenge the school on the effectiveness of the education it is providing. Governors play a strong role in setting the school's strategic direction and carefully monitor the allocation of its budget. No complaints have been received in the past five years.

Improving quality: Good

The school has a robust system for self-evaluation, which highlights strengths and areas for improvement. The school's self-evaluation report is comprehensive and includes a thorough and detailed analysis of all aspects of the school's work. The school benefits from the active involvement of governors in the process of self-evaluation.

The school has rigorous and effective procedures to gather the views of pupils, parents and staff. In particular, pupils make very effective contributions to the

evaluation of the school's provision, including teaching and learning, in various forums and learning reviews.

The school undertakes a comprehensive annual cycle of key stage reviews and biannual learning reviews. As a result, senior leaders have a secure understanding of the school's strengths and areas for improvement.

The middle leaders conduct thorough key stage reviews every year, which include student and teacher interviews, reviews of student work and lesson observations. These give middle leaders a detailed account of standards within their learning areas. Most departmental self-evaluation reports use a suitable range of performance data and evidence from the key stage reviews to determine generally appropriate areas for improvement. However, there are inconsistencies across departments and in a few cases reports do not provide a rigorous analysis of important aspects of the department's work, such as the quality of teaching and assessment and the progress that pupils make in lessons.

In monthly subject and area meetings there has been a clear focus on sharing good practice, which develops teaching strategies in departments. Staff discuss and share the features of good practice. An integral part of the culture of the school is to regularly evaluate its performance.

Closely-aligned whole school and department development plans set out the school's priorities well. However, while the plans provide a worthwhile basis for improvement, they do not focus sufficiently well on measurable outcomes and they are not clearly resourced. Furthermore, in a few cases, actions are not particular well defined, and it is unclear on how these specific priorities will be addressed.

Partnership working: Good

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

Partnerships with local providers are very strong. These links extend the range of courses available to learners, particularly in key stage 4. This partnership contributes very effectively towards the attainment of pupils in key stage 4. There are very comprehensive quality-assurance procedures in place to monitor provision and outcomes.

The strong pastoral and curricular links with partner primary schools contribute to the highly effective transition of pupils from Year 6 to Year 7. Core subject curriculum plans have ensured that the pupils continue to make rapid progress when they start in the secondary school.

The school is an integral part of the community. Large sums of money are raised for charity with a strong emphasis on supporting local charities. Extensive links with business and employers within the community have increased opportunities for pupils to gain an insight into real life experiences which prepares them very effectively for the world of work.

There is a strong partnership with the school's parents and carers, who are well informed about the school's work and their children's wellbeing and progress.

Resource management: Good

The school manages its resources effectively, deploys teachers well and maintains appropriate class sizes. It uses Welsh Government grants effectively to enrich pupils' educational experiences and boost the standards they achieve. Governors thoroughly scrutinise the school's allocation of resources. In partnership with senior managers, they ensure that money is appropriately allocated to the school's strategic priorities. As a result, the school has maintained a secure financial position and retained a suitable contingency fund to upgrade the school buildings.

Teachers are well qualified and subject specialists deliver almost all lessons. A low cost, in house training programme greatly enhances teachers' knowledge and skills in areas relevant to school priorities. Most members of staff are involved purposefully in professional networks, which focus well on sharing good practice in teaching and learning. Teaching assistants provide good support.

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 improved since 2010. In 2013, performance in this measure is higher than modelled expectations, above the average for the family of schools and placing the school in the top half of schools with similar levels of free-school-meal entitlement. In the core subjects at level 5 and above, performance in mathematics and science places the school in the top 25% of schools with similar levels of free-school-meal entitlement. However, in English, performance places the school in the lower 50% of these similar schools.

In all three core subjects, performance at level 6 and above has improved noticeably over the last three years and is above of the average for similar schools. At level 7 and above, performance places the school in the lower 50% of schools with similar levels of free-school-meal entitlement for English and science but in the top 25% for mathematics.

Over the last five years, attainment at key stage 4 has generally improved despite performance in the indicator that includes English and mathematics falling in 2013. Performance in this measure is in line with modelled expectations, above the average for the family of schools and placing the school in the upper 50% of schools with similar free-school-meal entitlement. There is a related pattern for the core subject indicator, although comparisons with the performance of schools with similar levels of free-school-meal entitlement are even more favourable and place the school in the top 25%. Since 2009, performance in the level 2 threshold has increased at a fast rate, although it dipped slightly in 2013. Performance in 2013 for this measure is in line with the family average but places the school in the lower 50% of schools with similar levels of free-school-meal entitlement. There has been a comparable improvement with the capped points score over recent years. Performance in this measure is higher than in the average for the family of schools and places the school in the top 50% of schools with similar levels of free-school-meal entitlement.

No pupils leave the school without a qualification. The proportion staying on in full-time education after 16 is well above national figures. No pupils have left school at 16 and are reported as being not in education, employment and training. This is much better than local and national figures.

In the sixth form, students perform above the family and Wales averages for both the level 3 threshold and wider capped points score. Most students make progress in line with expectation and a few make very good progress in certain subjects.

At key stage 3, girls do better than boys in the core subject indicator and the gap is similar to that seen in the family of schools and nationally. At key stage 4, the performance of boys has improved. In 2013 their performance in the level 2 threshold including English or Welsh first language and mathematics indicator was higher than that of girls. The improvement in boys' performance is also seen in the range of wider qualifications that make up the level 2 threshold, and even though

girls performed better in this measure the gap is much lower than that seen in the family of schools or nationally. Pupils with additional learning needs broadly achieve in line with expectations. In the sixth form, both boys and girls achieve well at the level 3 threshold and in 2013 there was no gap between them. Pupils entitled to free school meals generally achieve in line with expectations at both key stage 3 and 4.

In Welsh second language at key stage 3, performance has been strong and it has been above the average of the family of schools since 2008. In 2013, outcomes at level five place the school in the top 25% of schools based with similar levels of free-school-meal entitlement. At key stage 4, a majority of pupils achieve a GCSE grade A*-C qualification in Welsh in either full or short courses. This proportion has steadily improved over recent years.

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	372	299 80%	71 19%	2 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	4%	1%	
The school deals well with any bullying	370	176 48%	183 49%	8 2%	3 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	3%	
I have someone to talk to if I am worried	370	208 56%	155 42%	7 2%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		37%	53%	8%	1%	
The school teaches me how to keep healthy	372	142 38%	207 56%	22 6%	1 0%	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	372	256 69%	113 30%	3 1%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	2%	
I am doing well at school	372	191 51%	178 48%	3 1%	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	371	233 63%	133 36%	5 1%	0 0%	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	371	118 32%	198 53%	52 14%	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	372	204 55%	149 40%	17 5%	2 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	372	90 24%	243 65%	38 10%	1 0%	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	372	163 44% 28%	181 49% 50%	28 8% 17%	0 0% 5%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
The school listens to our views and makes changes we suggest	368	115 31% 16%	214 58% 54%	38 10% 25%	1 0% 5%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
I am encouraged to do things for myself and to take on responsibility	372	233 63% 34%	137 37% 60%	2 1% 5%	0 0% 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
The school helps me to be ready for my next school, college or to start my working life	367	193 53% 36%	164 45% 54%	9 2% 8%	1 0% 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
The staff respect me and my background	369	231 63% 36%	138 37% 54%	0 0% 7%	0 0% 2%	Mae'r staff yn fy mharchu i a'm cefndir.
The school helps me to understand and respect people from other backgrounds	369	230 62% 35%	130 35% 56%	7 2% 7%	2 1% 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
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	129	64 50% 28%	52 40% 52%	12 9% 15%	1 1% 5%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	90	48 53% 28%	40 44% 50%	2 2% 16%	0 0% 7%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.

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.	113	90 80% 43%	21 19% 51%	1 1% 4%	1 1% 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	113	88 78% 47%	23 20% 48%	1 1% 4%	1 1% 1%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	113	91 81% 49%	22 19% 45%	0 0% 3%	0 0% 1%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	113	84 74% 44%	26 23% 48%	1 1% 4%	0 0% 1%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	113	60 53% 21%	49 43% 55%	1 1% 11%	1 1% 3%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	112	72 64% 33%	37 33% 57%	2 2% 5%	1 1% 1%	0	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	113	91 81% 50%	21 19% 46%	1 1% 2%	0 0% 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	113	69 61% 31%	37 33% 53%	4 4% 8%	1 1% 2%	2	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.
Staff treat all children fairly and with respect.	112	73 65% 32%	33 29% 49%	3 3% 9%	1 1% 2%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	113	61 54% 33%	49 43% 54%	1 1% 7%	0 0% 1%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	113	81 72% 40%	28 25% 53%	0 0% 3%	0 0% 1%	4	Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	109	57 52% 31%	34 31% 46%	3 3% 7%	0 0% 2%	15	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.

	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.	113	66 58%	40 35%	7 6%	0 0%	0	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.	113	75 66%	32 28%	3 3%	1 1%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	113	61 54%	36 32%	9 8%	0 0%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	51%	10%	2%		
The school helps my child to become more mature and take on responsibility.	113	67 59%	42 37%	2 2%	0 0%	2	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.	110	55 50%	34 31%	3 3%	0 0%	18	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.	113	77 68%	30 27%	6 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	112	88 79%	22 20%	2 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Robert Davies	Reporting Inspector
Mr Simon Davies	Team Inspector
Ms Rhian Wyn Griffiths	Team Inspector
Mr Anthony Michael Sparks	Team Inspector
Dr Ian Garth Higginbotham	Team Inspector
Mrs Justine Elaine Barlow	Lay Inspector
Ms Janet Waldron	Peer Inspector

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.