



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

**St Joseph's Catholic and Anglican Secondary School
Sontley Road
Wrexham
LL13 7EN**

Date of inspection: January 2014

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

St. Joseph's Catholic and Anglican High School is an English-medium, 11 to 16 mixed voluntary-aided comprehensive school and is the only shared faith secondary school in Wales. Most pupils come from Wrexham and the surrounding area. There are 689 pupils on roll compared with 598 pupils at the time of the last inspection. Pupils transfer to the school from 51 primary schools.

Around 9% of pupils are entitled to free school meals. This is well below the national average of 17.7% for secondary schools in Wales. Sixteen per cent of pupils live in the 20% most deprived areas in Wales.

Pupils at the school represent the full range of ability. Around 2.5% of pupils have statements of special educational needs and this is similar to the percentage for Wales as a whole. Around 8% of pupils have a special educational need. This is less than the national average of 19%.

Most pupils are from a white British background. Around 19% of pupils speak English as an additional language. There are virtually no pupils who speak Welsh as a first language or to an equivalent standard.

The current headteacher has been in post since January 2010. The deputy headteacher took up his post in September 2013. The present senior leadership team comprises of the headteacher, deputy headteacher, four assistant headteachers and a business manager.

The individual school budget per pupil for St Joseph's in 2013-2014 is £4,293 per pupil. The maximum per pupil in the secondary schools in Wrexham is £4,908 and the minimum is £4,293. St. Joseph's is ninth out of the nine secondary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

St. Joseph's Catholic and Anglican School is a good school because:

- standards are strong in most areas and improving steadily;
- teaching enables pupils to make secure progress and prepares them well for the next stage of learning;
- pupils feel safe and secure and are well motivated;
- pupils engage well in their learning, and display well-developed social and life skills;
- the exceptionally strong caring and inclusive ethos and high levels of mutual support successfully promote high expectations and raise aspirations for all pupils; and
- the school has established very effective working relationships with a wide range of specialist support agencies.

Prospects for improvement

The prospects for improvement are good because:

- the headteacher and senior leadership team provide clear vision and effective strategic leadership;
- senior leaders have a clear understanding of the school's key priorities for improvement;
- the school development plan provides a secure basis for improvement;
- pupils have a positive and significant influence on all aspects of school life;
- a consistent focus on developing pupil wellbeing has resulted in improvements in most aspects of the school's work;
- the school manages its resources efficiently; and
- the school plans carefully for future development through effective strategic budgeting.

Recommendations

- R1 Raise standards in mathematics and science at key stage 4
- R2 Improve the quality of written feedback to pupils and reduce departmental variation
- R3 Improve the quality of analysis of self-evaluation reports and improvement plans at middle management level
- R4 Improve the planning for progression in developing literacy and numeracy skills;

What happens next?

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

Estyn will invite the school to prepare two written case studies, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In 2013, at key stage 4, performance in the indicator that includes English and mathematics is higher than expected when compared to that in similar schools. However, the performance in this indicator has been variable over the last three years. Performance in the core subjects follows a similar pattern with performance in English being the strongest. Performance in those indicators that include a wider range of qualifications is much stronger and results are generally above those of similar schools. Over the last three years, almost every pupil has left the school with a qualification. Pupils make good progress from the previous key stages in many indicators.

Performance in key stage 3 has improved over the last four years and is in line with expectations. However, it is generally below that of similar schools.

The gap in performance between boys and girls at key stages 3 and 4 is less than in similar schools and that seen nationally. Pupils entitled to free school meals, those with English as an additional language, and pupils with special educational needs achieve as expected.

In lessons, many pupils recall previous work quickly and accurately. They gain new knowledge, understanding and skills at an appropriate rate, and demonstrate a secure grasp of their work. Many pupils acquire and develop their subject skills well, including those gained through a variety of practical activities. When faced with new and unfamiliar situations, they apply their understanding and skills confidently. Where appropriate, they reflect carefully and productively on their progress and achievements, and this contributes to a deepening of their knowledge and skills.

Many pupils across the range of ability and age, ask skilful questions, express strong opinions and interact well orally with teachers and with other pupils. In many subjects, they use subject specific terms effectively. Nearly all pupils listen attentively and respond to questions well.

Many pupils generally read well and have a secure understanding of what they read. The more able, in particular, can skim and scan reading passages and select relevant information effectively. Pupils with weaker reading skills make measurable progress in their reading with a structured intervention program. Many pupils make comprehensive use of sources of information to enhance their work.

Many pupils write to a good standard. Able pupils, in particular, write coherent, well-organised, often interesting responses in a range of different styles. In a few cases, pupils do not complete work. Many pupils demonstrate sound spelling and grammar in their written work.

Most pupils have competent numeracy skills. In a few instances, pupils make errors in calculation and rounding off. Many pupils measure carefully, and record their findings correctly. Many pupils apply their number skills effectively to real life situations.

Pupils achieve very good standards when compared to the average for similar schools in Welsh second language. At key stage 3, pupils' performance rose sharply in 2012 and has remained at the same level in 2013. It is better than the average for similar schools. At key stage 4, pupils perform particularly well in Welsh second language. In 2013, nearly all pupils took the full-course GCSE in Welsh second language and many of them achieved a level 2 qualification. Pupils, however, lack the confidence to speak Welsh around the school.

Wellbeing: Excellent

Most pupils show an outstanding commitment to their school and local community through extensive charity fund raising work and community projects. Nearly all actively participate in decision-making through several representative groups and contribute their views on how and what they learn. Trained peer mentors support younger pupils to settle into school effectively. This has had a positive impact on their progress and achievement. The school actively helps pupils to adopt healthy lifestyles through 5x60 activities and pupil involvement in the school restaurant. The School Nutrition and Action Group has developed healthy menus for pupils in the school. In addition, it has organised 'Taster Days' and has made suggestions for 'Meal Deals'.

Nearly all pupils have well-developed social skills, and pupil surveys show the high level of pupil satisfaction with all areas of school life. Nearly all pupils feel safe at school and are confident that the school deals well with the any incidents of bullying.

Nearly all pupil behaviour is exemplary around school and in lessons, with consistently positive attitudes to learning. Pupils concentrate and work well with their peers and adults. They are courteous and respectful to staff, peers and visitors. Nearly all pupils are enthusiastic learners. They demonstrate high levels of engagement, concentration and motivation. Their positive attitudes to learning have a strong impact on attendance and behaviour.

Attendance rates are outstanding. For at least the last five years, attendance rates have placed the school in the top 25% of similar schools and well above expected levels. The number of fixed term exclusions is very low and there have been no permanent exclusions in the last seven years. The participation rate in extra-curricular physical activities is high and pupils understand the importance of a healthy lifestyle.

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

The school provides a broad and balanced curriculum that meets statutory requirements. Provision has clear progression routes and leads to recognised

external accreditation. The school works well with a wide range of partners to ensure that pupils in key stage 4 have access to a wide range of traditional and vocational subjects. The school also offers a rich programme of extracurricular activities.

The school has a clear focus on the development of pupils' skills, and in particular literacy and numeracy. It has detailed plans, designated co-ordinators, strategies and interventions to improve this provision. Strategies to develop pupils' literacy skills are further developed than those for numeracy. Intervention programmes contribute well to improving pupils' reading and numeracy skills. The school is making appropriate progress with implementing the national literacy and numeracy framework. Many schemes of work are linked to this framework but do not indicate sufficiently the progression of skills across subject areas.

All pupils are given the opportunity to learn Welsh at a level appropriate to their needs. There are many opportunities to develop pupils' knowledge and understanding of the history and culture of Wales.

There are extensive arrangements to develop pupils' knowledge and understanding of sustainability and their roles as global citizens. These include topics within subject schemes of work, special events, the work of the eco committee and European and international links.

Teaching: Good

Teaching is effective in many lessons. Nearly all teachers have good subject knowledge and most have high expectations of their pupils. One of the school's strengths is the exceptional working relationship between teachers and pupils. This contributes very well to the positive learning environment in the school.

In many lessons, teachers plan carefully, organise activities well and use appropriate pace to ensure consistently good progress in learning. In many lessons, teachers provide a highly supportive learning environment. They monitor progress carefully during the lesson and intervene effectively to develop and extend pupils' thinking and understanding. There is a consistent focus on developing pupils' skills, especially their writing. Teachers' questioning is probing and challenges nearly all pupils to develop their ideas. Teaching assistants provide valuable support within lessons.

In a few lessons, teaching is highly effective. In these lessons, teachers use questioning skilfully to challenge pupils to think. They successfully use an extensive range of teaching methods and resources to help pupils deepen their knowledge and understanding. The effective pace of these lessons ensures that nearly all pupils are engaged fully in their learning.

In a few lessons, teaching is less effective. These lessons are not well planned and often lack structure and clear objectives. A very few lessons are too teacher led and, as a result, pupils do not always make the progress that they should. In these lessons the pace is too slow and teachers' questioning lacks sufficient depth and variety to enable pupils to reason and to confirm their understanding.

Nearly all teachers provide evaluative written comments in pupils' books that help pupils to understand how well they are doing and what they need to do to improve. In many, pupils are provided with constructive written feedback that ensures they know what they have done well and how to improve. The frequency and quality of marking have improved since the implementation of the school's updated marking policy and the introduction of a more robust work scrutiny programme. The provision of opportunities for pupils to review their own learning and the learning of others, and to set their own targets, varies widely across departments.

The school has a comprehensive recording system for tracking attainment across the school. This system effectively records and shares previous, current and estimated attainment. Pupils respond well to reports by setting effective learning targets.

Care, support and guidance: Good

Pupils receive a high level of care, support and guidance. The school has a very strong focus on promoting pupils' good behaviour and encouraging a positive attitude to school.

The school has very effective systems to identify pupils' personal and learning needs. It provides a comprehensive range of support programmes, which are effective in meeting pupils' needs. Pupils with additional learning needs benefit from particularly good support. These pupils have access to the full range of learning experiences that the school offers in mainstream classes. They are particularly well supported by a team of teaching assistants. When pupils with additional learning needs are taught in mixed-ability classes, their individual learning support needs are well met.

The school has established effective working relationships with a wide range of specialist support agencies. It makes good use of these services to ensure that vulnerable pupils get the support they need. The school's personal and social education programme is well planned and covers a wide range of topics appropriate to the needs of pupils. Pupils receive a comprehensive range of information, guidance and support when moving from one key stage to another.

The school is effective in keeping parents and guardians fully informed about their child's progress. Parents of pupils with additional learning needs attend annual progress review meetings, where individual education plans are reviewed and updated. Pupils participate well in this process.

The school makes appropriate arrangements for promoting healthy eating and drinking.

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

Learning environment: Excellent

The school's extremely positive ethos has a significant impact on the exemplary attitudes and behaviour of all pupils. There is a clear mutual respect between staff

and pupils and the school communicates these values effectively to pupils to ensure that 'No child is left behind'.

The school is a highly inclusive community that values diversity in all aspects of school life irrespective of pupils' background and ability. All pupils have equal access to the curriculum and the extensive extra-curricular activities.

The internal accommodation is of a high standard and meets the needs of all pupils well. Wall displays in many areas enhance the learning environment. They include informative displays celebrating pupils' work, school activities and achievements. There are exceptional levels of learning resources across all subjects. The library is well resourced, with a wide range of books for both genders and all age ranges.

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

The headteacher and senior leaders communicate their vision for school improvement consistently and effectively across the school. They provide purposeful leadership and have a comprehensive understanding of the school's strengths and areas for improvement. The school's aims are clear and understood by all, focus well on meeting the needs of pupils, align well to school and national priorities, and have an impact on raising standards.

Line management and leadership meetings are organised effectively. They have a clear focus on improving outcomes for pupils and provide extensive 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 and departmental priorities.

Performance management arrangements are organised well and the school challenges underperformance robustly. Targets from the performance management process are used well to inform professional development opportunities for staff. However, the quality of performance management targets is not always consistent, and a few are too vague and not easily measured.

Curriculum and pastoral leaders work effectively with the leadership team and successfully underpin much of the school's work. However, a few middle leaders do not consistently and effectively fulfil their roles

Leaders generally use data well across the school for measuring progress and identifying areas for improvement. Attendance targets are clearly challenging and set exceptionally high aspirations for pupils' attendance across the school. However, targets for school performance measures are less challenging and do not sufficiently set the ambition for the school.

The impact of the school's leadership can be seen in improvements in outcomes such as attendance, and in the level 2 threshold indicator. However, further work is needed in order to guarantee consistently strong outcomes across all indicators in key stages 3 and 4.

Governors have a sound understanding of the work of the school and they provide effective support in areas such as additional learning needs. They have a suitable understanding of pupil attainment data. Furthermore, governors play an appropriate role in setting the school's strategic direction and carefully monitor the allocation of its budget. The role of governors in holding middle leaders to account is largely underdeveloped.

Improving quality: Adequate

The school uses an appropriate range of procedures to support its self-evaluation process. This information assists the school in providing a clear understanding of its strengths and areas for improvement.

The school's self-evaluation report is comprehensive and detailed and contains an appropriate range of information relating to its performance. In most areas the report clearly identifies the school's strengths and areas for improvement. The school improvement plan identifies clear and appropriate areas for development. Development actions and activities are matched well to the findings of the report.

Senior leaders are working well with middle leaders to improve the quality of data analysis and departmental self-evaluations and development planning. Departmental self-evaluation plans are generally comprehensive and detailed.

The school is making increasingly good use of pupil tracking data to identify underachievement and plan effectively for improvement. However, across departments the reports are too variable in the way that they analyse pupils' performance and learning experiences. Action plans for quality improvement are not always rigorous and challenging enough. Many reports are evaluative and self-critical, and use data well to monitor performance and set challenging targets for improvement. However, a few are overly positive and do not clearly identify areas for improvement or set challenging targets for improvement. As a result, these middle leaders do not focus sufficiently on the specific areas they need to improve.

Senior leaders have introduced a detailed programme of lesson observations, providing valuable first-hand evidence of the quality of teaching and learning across the school. These observations are linked well to the performance review of staff and their personal performance targets.

Practices and procedures relating to the scrutiny of pupils' work books and the marking of pupils' work are not consistently monitored by a few middle leaders.

The school has established several networks of professional practice, focused on its priorities of literacy, numeracy and bilingualism.

The school has appropriate arrangements to collect the views of pupils and parents on many aspects of school life.

Partnership working: Good

The school has well-developed partnerships with a range of stakeholders and it engages extensively with parents and the local community, and across the dioceses of Wrexham and St. Asaph. These partnerships have successfully widened pupils'

social and learning experiences and have contributed to improved outcomes for pupils, particularly around wellbeing.

Strong pastoral and curricular links exist with primary schools and the highly imaginative transition programme, entitled 'Rocket Week', ensures the successful transfer of pupils from Year 6 to Year 7. The transition process provides tailored support for identified pupils and the school uses its effective 'matrix of vulnerability' to monitor their wellbeing through the process.

Partnership working has enabled the school to widen its curricular choices for pupils at key stage 4, and a few pupils benefit from a range of vocational courses. Quality assurance and evaluation procedures are effective. Leaders monitor pupils' progress closely and respond promptly to any concerns regarding attendance and course delivery.

Links with local charities and hospices are strong and pupils raise large sums of money for worthy causes. The school's Parent Teacher Association contributes effectively to the life of the school involving parents, pupils and staff in beneficial and enjoyable activities. The school works effectively with the local teacher training colleges to provide valuable training opportunities for trainee teachers.

Resource management: Good

The school has appropriate plans that are costed, and careful management of the budget ensures that resources are focused on identified priorities. Teaching and support staff are used well to support these priorities. Nearly all teachers have good subject knowledge and are deployed to ensure a broad and balanced provision for pupils. The school has effectively used grants to provide extra-curricular activities and employ specialist intervention teachers for both English and mathematics.

The school has established a wide range of networks of professional practice, including those that focus on its priorities of literacy, numeracy and bilingualism to support teachers to develop new skills and innovative approaches to learning and teaching.

The headteacher and the governing body's finance sub-committee monitor the school budget and ensure that strategic objectives are funded appropriately. The business 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 and retained suitable contingency funds to meet projected capital expenditure to improve resources for pupils.

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

Appendix 1

Commentary on performance data

In key stage 3, the proportion of pupils attaining the core subject indicator has fluctuated since 2011. Performance has been above the average for the family of schools for two of the last three years, but has placed the school in the bottom 25% of schools with similar levels of free school meals. There is a similar pattern in the core subjects individually. In 2013, performance in English and mathematics places the school in the bottom 25% of schools with similar levels of free school meals and in the lower 50% for science. In 2011 and 2012, science was the only core subject where performance at level 5 or above placed the school in the top 25% of schools with similar levels of free school meals. In 2011, performance in English placed the school in the upper 50% of schools with similar levels of free school meals.

Overall, performance in science is more favourable when compared to that of schools in the same family. In 2012, the proportion of pupils who achieved at level 6 or above in English, mathematics, and science was below the average for the family of schools, but had been above for the previous two years.

Over the last five years, apart from 2012, attainment at key stage 4 has improved. However, for the last five years it has been consistently above the average for the family of schools. Performance in those indicators that include English or Welsh and mathematics has improved for three of the last four years. When compared to schools with similar levels of free school meals, performance in 2013 places the school in the upper 50% for the majority of indicators. In 2012, performance declined when compared to that of other schools in the family.

Although performance in the core subject indicator has been above the average for the family of schools for two of the last three years, it was below the family average in 2012. During two of the last three years, performance has placed the school in the upper 50% of schools with similar levels of free school meals. During the same period, the proportion of pupils achieving the level 2 threshold has been above the family of schools average. Performance when compared to the family of schools average is more favourable than the comparison with that of schools with similar levels of free school meals. During the same period, the results for the level 1 threshold have varied, although performance is above the average for the family of schools and data for 2013 shows that it now places the school in the upper 50% of schools with similar levels of free school meals. The capped points score has been above the average for the family of schools for the past five years and now places the school in the upper 50% when compared to schools with similar levels of free school meals. In 2013, the proportion of pupils achieving the level 2 threshold places the school overall in the top 25% of similar schools in English, but in the lower 50% in mathematics and science.

In key stage 3, across a range of indicators, the performance of boys compares favourably with that of boys in similar schools. At key stage 4, the underperformance of boys is not a significant issue. Pupils with additional learning needs achieve in line with their ability and make very good progress. At key stage 4, pupils eligible for free

school meals perform worse than the family and Wales averages for the level 2 threshold including English and mathematics but better in the level 2 threshold, the core subject indicator and the capped points score.

After Year 11, nearly all pupils continue in education, training or employment. Over the past three years, only one pupil has left the school without having gained at least one recognised qualification. This figure is better than the family of similar schools and Wales averages.

In key stage 3 assessments, performance in reading in 2012 and 2013 has declined after a significant increase in 2011 where performance was well above the family average. Performance in writing declined last year to below the family average, although in the previous two years it had been well above the family average.

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	210	122 58%	79 38%	8 4%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	4%	1%	
The school deals well with any bullying	211	88 42%	99 47%	19 9%	5 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	2%	
I have someone to talk to if I am worried	211	95 45%	92 44%	17 8%	7 3%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	53%	8%	1%	
The school teaches me how to keep healthy	210	68 32%	118 56%	24 11%	0 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	210	113 54%	88 42%	9 4%	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	210	67 32%	134 64%	8 4%	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	211	107 51%	91 43%	13 6%	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	211	41 19%	114 54%	49 23%	7 3%	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	211	118 56%	85 40%	8 4%	0 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	207	39 19%	123 59%	40 19%	5 2%	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	210	81 39%	98 47%	22 10%	9 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	51%	17%	4%	
The school listens to our views and makes changes we suggest	207	44 21%	104 50%	47 23%	12 6%	Mae'r ysgol yn gwranddo 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	208	82 39%	111 53%	14 7%	1 0%	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	208	91 44%	92 44%	23 11%	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	211	108 51%	83 39%	11 5%	9 4%	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	207	97 47%	99 48%	10 5%	1 0%	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	80	37 46%	29 36%	9 11%	5 6%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	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	14	4 29%	8 57%	0 0%	2 14%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		27%	50%	16%	7%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	448	234 52%	194 43%	12 3%	3 1%	5	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	450	231 51%	189 42%	20 4%	7 2%	3	Mae fy mhlentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	450	244 54%	179 40%	20 4%	2 0%	5	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	451	221 49%	208 46%	13 3%	4 1%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	444	200 45%	205 46%	14 3%	4 1%	21	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	55%	11%	3%		
Teaching is good.	443	182 41%	230 52%	17 4%	4 1%	10	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	451	271 60%	163 36%	11 2%	0 0%	6	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	450	169 38%	238 53%	20 4%	7 2%	16	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.	447	183 41%	199 45%	41 9%	7 2%	17	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.	450	184 41%	213 47%	29 6%	4 1%	20	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.	450	269 60%	168 37%	8 2%	1 0%	4	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'.	429	148 34%	185 43%	25 6%	6 1%	65	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.	449	211 47%	210 47%	23 5%	0 0%	5	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.	451	182 40%	206 46%	40 9%	6 1%	17	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.	448	128 29%	231 52%	36 8%	9 2%	44	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.	449	204 45%	218 49%	13 3%	1 0%	13	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.	434	134 31%	201 46%	22 5%	9 2%	68	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.	447	188 42%	207 46%	29 6%	9 2%	14	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	447	224 50%	187 42%	9 2%	6 1%	21	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Alwyn Thomas	Reporting Inspector
Gareth Roberts	Team Inspector
Mark Evans	Team Inspector
Robert Davies	Team Inspector
Kenneth Dackevych	Lay Inspector
Lana Picton	Peer Inspector
Christopher Wilkinson	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.