



*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**

**Newport High School  
Bettws Lane  
Newport  
NP20 7YB**

**Date of inspection: November 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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

Newport High School is an English medium 11 to 18 school in Newport. There are 1,092 pupils on roll compared with 1,173 pupils at the time of the last inspection. There are 178 pupils in the sixth form. The school is situated on the outskirts of the city of Newport. Most pupils come from the Bettws, Malpas, Crindau and Brynglas areas.

Since the last inspection, the name of the school has changed from Bettws High School to Newport High School. The school moved into a new building on the same site in 2009.

Around 28% of pupils are entitled to free school meals. This is higher than the national average of 17.7% for secondary schools in Wales. Around 59% of pupils live in the 20% most deprived areas in Wales.

Pupils at the school represent the full range of ability. Around 2.9% of pupils have statements of special educational needs compared with 2.5% for Wales as a whole. Around 39% of pupils have a special educational need, which is considerably higher than the national average of 19.2%.

Most pupils are from a white British background. Around 1% of pupils speak English as an additional language. No pupils speak Welsh at home.

The headteacher has been in post since September 2010. The leadership team is made up of two deputy headteachers, three assistant headteachers, a seconded middle leader, a finance manager and a personnel manager.

The individual school budget per pupil for Newport High School in 2013-2014 means that the budget is £4,624 per pupil. The maximum per pupil in the secondary schools in Newport is £4,893 and the minimum is £3,857. Newport High School is second out of the eight secondary schools in Newport in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Newport High School is a good school because:

- performance at all key stages has been above expectations for the last two years;
- for the last four years, no student has left school without a recognised qualification, and most achieve at least five qualifications equivalent to GCSE grades A\* to C;
- nearly all pupils have very positive attitudes to learning and their behaviour is consistently good;
- the involvement of pupils in decision-making is extensive; and
- in many lessons, students make good progress in developing their skills, knowledge and understanding.

### Prospects for improvement

The prospects for improvement are good because of the:

- effective leadership and high expectations of the headteacher, her senior team and middle leaders;
- progress made in all aspects of school life within the last three years;
- very good teamwork by staff;
- clear priorities for improvement that are supported by suitable plans and allocated resources;
- comprehensive self-evaluation arrangements, which are linked well to improvement planning; and
- the strong and well-established practice of partnership working.

## Recommendations

- R1 Raise standards in key stage 4 in those indicators that include English and mathematics
- R2 Improve the performance of pupils entitled to free school meals
- R3 Improve the development of numeracy skills across the curriculum, where appropriate

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### Standards: Good

In all indicators and at all key stages performance has improved considerably since the last inspection.

At key stage 4, there has been an improving picture over the last four years. In key indicators, performance has been above expectations for the last two years. Pupils make appropriate levels of progress from previous key stages. Over the last four years, significantly more pupils have achieved at least five qualifications at GCSE equivalent grades A\* to C than in the family or nationally. However, the difference between the proportion gaining at least five qualifications at equivalent GCSE grades A\*-C that include English and mathematics and those without remains greater than in other similar schools and nationally.

Pupils achieve good grades and, over the last three years, the average score based on five qualifications has placed the school in the top quarter of similar schools. Performance in this indicator has been above expectations for the last two years and the school is among the best in its family of similar schools.

At key stage 3 there is also a trend of improvement. In 2013, performance in the core subject indicator was above the line of modelled expectations. Performance in all indicators has placed the school in the top half of similar schools based on entitlement to free school meals for two of the last three years.

The proportion leaving without a qualification compares favourably with similar schools and national averages. Over the last four years, no pupils have left the school without a qualification and most achieved at least five at GCSE equivalent grades A\* to C. Nearly all remain in education or training.

In 2013, a higher proportion of sixth formers achieved the level 3 threshold than in 2012. In 2013 the average points score achieved was the highest in its family of similar schools and compared very well with the performance of other similar schools and nationally. The average point score has shown a significant trend of improvement since 2009.

The level of underperformance by boys in most indicators in key stage 4 is similar to other similar schools and Wales averages. The gap has been reducing over the last three years. However, the gap remains greater than that for the family of similar schools in mathematics.

In 2013, the gap in achievement between pupils entitled to free school meals and those who are not was greater than the family of similar schools average at key stage 4 in those qualifications that include English and mathematics. Pupils entitled to free school meals also do less well in key stage 3 at the higher levels 6 and 7.

Pupils with additional learning needs make sound progress and a few achieve above expectations.

Nearly all pupils have very positive attitudes to learning and this is evident in their focus, enthusiasm and resilience. Most pupils have good recall of previous work. They make effective use of their prior learning when acquiring new knowledge, understanding and skills. Most pupils demonstrate effective thinking skills in problem solving activities and in analysis of source and stimulus materials. In many lessons, pupils make good or very good progress in developing their knowledge, understanding and skills. In a few lessons, pupils do not make sufficient progress as a result of inappropriate pace or tasks set.

Most pupils speak confidently and provide lengthy responses when questioned. Their language is appropriate and they use a wide range of subject and general vocabulary. Nearly all pupils listen attentively to the teacher and their peers. Most pupils read confidently, with expression and fluency. They use a useful range of strategies to extract information and analyse texts, including highlighting and underlining. Most pupils write confidently and can produce lengthy responses with little prompting or support. These responses are organised well into paragraphs. Many pupils make careless errors in spelling, punctuation and grammar but are able to correct these when they are pointed out. A minority of pupils do not demonstrate competent number skills. A majority of pupils have a sound understanding of calculation methods and units of measurement.

Standards in Welsh second language are appropriate to the age and ability of pupils across both key stages. Performance at key stage 3 has improved significantly over the last four years and is well above the family average. Many pupils achieve a level 2 vocational qualification at key stage 4.

### **Wellbeing: Good**

Behaviour has improved significantly since the last inspection. Pupils enjoy their lessons, work with concentration and engage purposefully in tasks. This is the result of a change in culture that has had a positive effect on wellbeing.

Fixed term exclusions have reduced over time and compare favourably with the local authority average. Pupils that have a history of exclusion continue to achieve successfully at the school.

Nearly all pupils feel safe in school and many consider that the school deals well with bullying. Many pupils understand how they can keep themselves healthy and most engage in a wide range of physical activities.

Attendance has improved and compares well with the family of schools average. Attendance rates have placed the school in the top quarter of similar schools based on entitlement to free school meals in two of the last three years.

Pupil voice is a strong feature. A student voice leadership group skilfully leads the well-developed school council. This group contributes valuably to the curricular and pastoral leadership and management of the school. Members successfully set up an

effective anti-bullying peer ambassador scheme that supports pupils well. In addition, pupils regularly contribute well to decision-making through the various student consultation groups. These groups influence the development of curriculum and teaching and learning. This ability to influence when, how and what they learn has a positive impact on aspiration and outcomes.

Many pupils make a positive contribution to their local community through activities such as the annual Christmas lunch for senior members of the community.

Pupils are proud of their school. They show respect and concern for others, and are polite and courteous to each other, staff and visitors. Pupils develop their life skills appropriately and are well prepared for their next stage in learning or employment.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides broad and balanced learning opportunities that meet the needs and interests of all learners. Innovative curriculum planning and strong links with partner primary schools ensure that there is sound curriculum continuity between key stage 2 and key stage 3. The school offers a wide range of learning pathways for all pupils from the end of key stage 3, which provide sound opportunities for external accreditation, work-based learning and community participation.

The curriculum model is flexible and highly responsive to pupils' individual needs. The school works well with a range of partners to ensure that pupils have access to a wide range of curricular and extra-curricular opportunities. Pupil participation in extra-curricular activities is high and the school evaluates the impact on pupils' learning. The school makes sure that it celebrates the extra-curricular achievements of pupils.

The school has well-planned and co-ordinated strategies for developing pupils' literacy and numeracy skills, which link well to the literacy and numeracy framework. There are particularly effective strategies in place for pupils in need of additional support in literacy and numeracy. The school has improved pupils' speaking and reading skills successfully and its current priority of improving writing is beginning to have an impact. However, opportunities to develop numeracy in subject areas where appropriate are less consistent. There is a well-co-ordinated range of opportunities for pupils to develop their information and communication technology (ICT) skills.

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

The school provides suitable opportunities within schemes of work, extra-curricular activities and European and international links to develop pupils' knowledge and understanding of global citizenship and sustainability. The school links well with a school in India to bring together people from different cultures and backgrounds. The school's eco-committee is developing a number of appropriate sustainability projects.

## **Teaching: Good**

Teaching is effective in many lessons. Nearly all teachers have good subject knowledge and most have high expectations of their pupils.

In many lessons, teachers plan carefully, organise activities well and use appropriate pace to ensure consistently good progress in learning. They use a wide range of beneficial and often imaginative teaching methods to stimulate and challenge pupils, and provide good opportunities for pupils to reflect on what they learn. Tasks are appropriately matched to pupils' individual learning needs. Learning resources, including technology, are used well.

In many lessons, the 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. The teachers' questioning is probing and challenges pupils to develop their ideas. Learning support staff provide valuable support.

In a small minority of lessons, teaching is less effective because it does not have as clear a focus on learning outcomes. A very few lessons are too teacher led, and the pace is inappropriate and not sufficiently focused on what pupils should achieve. As a result, pupils make little progress.

Almost all marking is regular and up to date. Nearly all teachers in all subjects apply whole school marking and assessment practices consistently. Most comments made in pupils' books provide useful advice on what to improve. Almost all teachers challenge pupils consistently by setting a further question at the end of a piece of marked work to secure or extend understanding. Nearly all pupils provide written responses to these questions. As a result, pupils improve their work. This 'closing the gap' policy is a strong feature of assessment in the school. Teachers provide meaningful and appropriate opportunities for pupils to assess their own and other pupils' work.

Teachers assess pupils' work regularly and accurately with many departments using this information well to inform their planning. Pupils know how they are doing and what they need to do to improve. Tracking systems are well established and effectively used by staff at all levels to set and monitor the targets of all pupils individually.

Reports to parents contain useful information on pupils' progress with clear targets to help parents to support their children's learning.

## **Care, support and guidance: Good**

The school provides effective well-co-ordinated support for all pupils in an inspiring and caring atmosphere. This contributes successfully to the positive behaviour and attitudes of pupils. Nearly all staff, across the school, know their pupils very well and respond quickly to concerns and issues.

The school actively encourages healthy lifestyles and makes appropriate arrangements for promoting healthy eating and drinking. A comprehensive personal and social education programme develops pupils' social, moral and cultural awareness effectively. This is enhanced by a very strong school focus on the daily act of collective worship, which is exceptional in providing pupils with useful opportunities to explore their own beliefs and reflect on the beliefs of others.

Advice and guidance to pupils and parents, particularly in Year 9 and Year 11, support them to make informed decisions about subject choices and post-16 options. The school makes effective use of partnerships with outside agencies to enhance the advice and to provide additional support for all pupils, especially those with additional learning needs. This has contributed well to improvements in the numbers of pupils achieving at least five qualifications at GCSE equivalent grades A\*-C and to making sure that no pupil leaves the school without a qualification.

The school co-ordinates the provision for pupils with additional learning needs very well. This ensures that support is of a high quality and that pupils are able to play a full part in the life of the school. The strong focus on each individual pupil has a positive impact on behaviour and outcomes for all pupils who are at risk of underperformance and disaffection.

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

### **Learning environment: Good**

The school's vision statement 'Learning-Believing-Achieving' underpins its clear focus on learning as the key to improved life chances. This ethos has a positive impact on outcomes.

This is a fully inclusive community where pupils receive equality of access to everything it provides irrespective of their background and ability. Pupils are very respectful and caring to each other, staff and visitors.

Care, equality, diversity and respect are promoted well in a number of ways. These include the work of the trained anti-bullying peer ambassadors who have been particularly active in raising awareness of cyber bullying.

The accommodation is used very well to support learning. Wall displays in many areas enhance the learning environment and celebrate pupils' work and activities.

The school manages well its leisure facilities to the benefit of pupils and the community.

The outside areas are vast, well maintained and used well. Building and grounds are very secure.

There are consistently good levels of learning resources across all subjects. The library is well stocked with a wide range of books for both genders and all age ranges

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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**Leadership: Good**

The school has successfully created a culture to raise effectively the aspirations of pupils, their parents and the community the school serves. This has led to a significant improvement in outcomes since the last inspection.

The headteacher has a clear strategic vision that places the needs of the pupils at the heart of the school's priorities. The headteacher and her senior leadership team are skilful in the way they communicate this vision. They present high levels of challenge and support to staff. Arrangements to manage the performance of staff are robust and have a beneficial effect in sharing best practice and challenging underperformance.

Communication throughout the school is consistently good. Roles and responsibilities are clearly defined. The accountability of line managers for standards and teaching is well understood. There is a high level of consistency of practice in leadership and management. In particular, this has had a beneficial impact on improving teaching and assessment.

Leaders and managers at all levels set successfully high expectations of themselves and the whole school community. Subject leaders, heads of year and heads of house use data on individual pupil performance powerfully to enable pupils to aspire to achieve. They monitor pupils' progress thoroughly and intervene to support them to good effect.

Governors work valuably with leaders and managers to plan developments that combine successfully school, local and national priorities. They are very well informed about what the school provides for pupils and of the impact this has on the standards achieved. They are effective in the challenge and support they provide.

**Improving quality: Good**

The school has comprehensive and robust systems in place to secure improvement. There is a strong link between the findings of self-evaluation processes and development planning at all levels. This has had a positive impact on standards and wellbeing.

Self-evaluation practices are well established. Leaders at all levels have a comprehensive understanding of the school's strengths and areas for improvement. The school's self-evaluation report is very thorough and draws on a sufficiently wide range of data and evidence to support its accurate judgements. It clearly identifies the key areas that need to improve, including those subjects that need support, and provides a sound basis for planning improvement. Decisive action is taken when the school identifies a need for improvement.

Middle managers make a significant contribution to the school's self-evaluation and planning processes. Lesson observations and the scrutiny of books at all levels are systematic and are used effectively to identify best practice and underperformance.

Departmental reviews by senior staff provide a useful on-going dialogue about performance between leaders and curriculum teams. Actions for specific identified areas for development are included in departmental improvement plans and are monitored effectively. When best practice is identified, a culture of sharing ensures that the whole school community benefits. There is a strong focus on enhancing and refining teaching and learning in school and departmental improvement plans.

The school takes worthwhile account of the views of pupils. All academic and pastoral teams have their own pupil consultation groups.

Leaders at all levels analyse data effectively to allow them to monitor and evaluate all aspects of the school's performance.

The school has made substantial progress in addressing all of the recommendations made in the last inspection.

### **Partnership working: Good**

The school has strong links with a wide range of partners. Partnership activities are successful in widening curriculum options, enhancing learning experiences and contributing to improvements in pupils' standards of achievement and wellbeing.

Links with partner primary schools are particularly effective in ensuring continuity and progression in pupils' progress from key stage 2 to key stage 3. Joint projects and regular meetings between staff, parents and pupils are strong features of the transition partnership.

Effective links with other members of the post-16 partnership extend the range of courses available to pupils. The school takes appropriate steps to monitor the quality of courses provided through this partnership. The key stage 4 collaborations have had a beneficial impact on outcomes, with no pupils in the past four years leaving without qualifications and most pupils achieving at least five level 2 qualifications.

The school has strong links with the community, parents and local employers. It takes a leading role in developing a number of projects, such as provision of ICT resources and support in a number of primary schools. The school benefits from well-established links with initial teacher training institutions and with Gwent Dragons. Recently, a junior rugby academy in collaboration the Welsh Rugby Union has made a positive impact on standards in rugby and pupils' motivation generally.

Communication and collaboration with a wide range of agencies are effective in ensuring that provision is well matched to the individual needs of pupils.

### **Resource management: Good**

Members of teaching and support staff work very well as a team.

The levels of staffing are appropriate and teachers are deployed well. A majority teach outside their subject areas because of the key stage 3 curriculum arrangements but they are supported well.

Nearly all staff take an active part in developing their professional knowledge and understanding, as individuals and in teams. Teachers collaborate beneficially with colleagues in other schools. They make good use of these opportunities to help them reflect on and share best practice.

Teachers work successfully in teams to design and teach a curriculum that meets pupils' needs effectively. Arrangements to deploy teaching assistants are consistently good.

Spending reflects planning priorities closely, and arrangements to monitor and evaluate expenditure by governors as well as leaders and managers are thorough. The school is well supplied with learning resources of good quality.

In view of the judgement on outcomes, the school offers good value for money.

## Appendix 1

### Commentary on performance data

There has been an improving trend of performance at key stage 3 since 2010. In 2013, performance at level 5 and above was equal to the average for its family of similar schools in the core subject indicator and above expectations based on prior attainment. In English, performance at level 5 and above was equal to the family average. In mathematics, performance improved but remained just below the average for the family. Science is the best performing of the core subjects. It was the best in the family and performance has placed the school in the top quarter of similar schools based on levels of entitlement for free schools meals for the last five years. In English, mathematics and the core subject indicator, performance has placed the school in the top half of similar schools in two of the last three years. At level 6 and above, there has also been a trend of improvement and in 2013 performance in mathematics and science was higher than the average for its family of similar schools.

At key stage 4, performance has improved over the last four years. In many indicators, performance in 2012 and 2013 was among the best in its family of similar schools.

In those indicators that include English and mathematics performance in 2013 was similar to the average for its family of similar schools. Performance in the level 2 threshold including English and mathematics and the core subject indicator placed the school in the third quarter of similar schools based on levels of entitlement to free school meals. Performance in the level 2 threshold including English and mathematics was above expectations in 2012 and 2013. Provisional data for 2013 suggests that around half of pupils achieved the level 2 threshold including English and mathematics compared to only a minority in 2010. However, the difference between the proportion gaining level 2 threshold including English and mathematics and level 2 without English and mathematics whilst narrowing remains greater than the averages for other similar schools and nationally.

Nearly all pupils achieve the level 1 threshold and, over the last three years, performance has placed the school in the top half of similar schools. Most pupils achieved the level 2 threshold and performance has placed the school in the top quarter of similar schools based on levels of entitlement to free school meals for last four years. Pupils achieve good grades and over the last three years the capped point score has placed the school in the top quarter of similar schools. Performance in this indicator has been above expectations for the last two years and among the best in its family of similar schools.

In the separate core subjects there has been an improving trend overall but performance has fluctuated. In English and mathematics there was a significant improvement in performance in 2012 whilst in science there was a decline. Provisional data for 2013 suggests that performance in English again showed a slight improvement and that in science also improved. In both subjects, performance was just above the average for its family of similar schools. Mathematics performance fell

below the average for the family. Performance in English and science in 2013 placed the school in the top half of similar schools based on levels of entitlement to free school meals. Performance in mathematics placed it in the lower half.

The percentage leaving without a qualification compares favourably with other similar schools and nationally. Over the last four years no pupils have left the school without a qualification and most achieved at least five at level 1. Nearly all remain in education or training.

In 2013 a higher proportion of sixth formers achieved the level 3 threshold than in 2012. In 2013, the average points score achieved was the highest in its family of similar schools and compared very well with the performance of other similar schools and nationally. The average points score of pupils shows a significant trend of improvement since 2009.

The level of underperformance by boys in most indicators in key stage 4 is in line with other similar schools and Wales averages. The gap has been reducing over the last three years. However, the gap remains greater than the average for its family of similar schools in mathematics.

In 2012 performance data for in key stage 4 showed that the school continuing to narrow the gap between the performance of pupils who are entitled to free school meals and those who are not continued in the level 1, level 2 and capped point score indicators. The gaps were less than those in the family and nationally. However, there was a significant gap at key stage 4 in the level 2 threshold including English and mathematics and the core subject indicator. The gap at key stage 4 was greater than the average for the family of similar schools though less than the gap nationally.

## 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	289	133 46%	148 51%	7 2%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		42%	53%	4%	1%	
The school deals well with any bullying	291	91 31%	155 53%	40 14%	5 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	58%	14%	3%	
I have someone to talk to if I am worried	291	112 38%	155 53%	19 7%	5 2%	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	290	73 25%	165 57%	44 15%	8 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	292	142 49%	140 48%	9 3%	1 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	1%	
I am doing well at school	291	102 35%	176 60%	11 4%	2 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	290	110 38%	160 55%	18 6%	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	291	54 19%	159 55%	65 22%	13 4%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	292	159 54%	119 41%	13 4%	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	291	15 5%	173 59%	82 28%	21 7%	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	291	80 27%	153 53%	47 16%	11 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	51%	17%	5%	
The school listens to our views and makes changes we suggest	291	51 18%	170 58%	61 21%	9 3%	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	291	94 32%	183 63%	14 5%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		33%	61%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	288	91 32%	162 56%	31 11%	4 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%	8%	1%	
The staff respect me and my background	290	98 34%	169 58%	21 7%	2 1%	Mae'r staff yn fy mharchu i a'm cefndir.
		36%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	286	95 33%	173 60%	18 6%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		35%	57%	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	107	24 22%	48 45%	26 24%	9 8%	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	28	6 21%	17 61%	3 11%	2 7%	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.	51	23 45%	28 55%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		42%	51%	4%	1%		
My child likes this school.	51	27 53%	23 45%	0 0%	0 0%	1	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.	50	32 64%	16 32%	2 4%	0 0%	0	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.	50	25 50%	22 44%	1 2%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	51	9 18%	28 55%	6 12%	0 0%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	50	18 36%	27 54%	1 2%	0 0%	4	Mae'r addysgu yn dda.
		33%	58%	5%	1%		
Staff expect my child to work hard and do his or her best.	51	26 51%	23 45%	0 0%	0 0%	2	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.	51	16 31%	27 53%	1 2%	0 0%	7	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.
		30%	54%	8%	2%		
Staff treat all children fairly and with respect.	51	19 37%	25 49%	1 2%	0 0%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	49%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	51	18 35%	24 47%	2 4%	0 0%	7	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		32%	54%	7%	1%		
My child is safe at school.	51	29 57%	20 39%	0 0%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	45	17 38%	15 33%	2 4%	0 0%	11	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		31%	47%	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.	51	18 35%	25 49%	5 10%	0 0%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	51	27 53%	22 43%	0 0%	0 0%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	49%	6%	2%		
I understand the school's procedure for dealing with complaints.	51	16 31%	27 53%	4 8%	1 2%	3	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.	50	21 42%	25 50%	1 2%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	54%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	44	10 23%	15 34%	4 9%	0 0%	15	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.	51	15 29%	19 37%	7 14%	2 4%	8	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		34%	50%	9%	2%		
The school is well run.	49	21 43%	25 51%	1 2%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		39%	49%	5%	2%		

## Appendix 3

### The inspection team

Sue Halliwell	Reporting Inspector
Edward Aneurin Peter Harris	Team Inspector
Gill Sims	Team Inspector
Jennifer Anne Williams	Team Inspector
Simon Davies	Team Inspector
Julie Ann Price	Lay Inspector
Timothy Williams	Peer Inspector
Nathan Jenkins	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.