



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

**Corpus Christi Catholic High School
Ty Draw Road
Lisvane
Cardiff
CF23 6XL**

Date of inspection: February 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Corpus Christi Catholic High School is an 11 to 16, voluntary-aided comprehensive school situated in Cardiff. Currently, it has 1,042 pupils on roll which is slightly more than at the time of the last inspection, when there were 1,034 pupils.

The school serves a wide catchment area, which covers almost half of the city including Cyncoed, Lisvane, Adamsdown, Llanedeyrn, Pentrebane and Pentwyn.

Pupils come mainly from six partner primary schools. Around 10% of pupils are eligible for free school meals. This is much lower than the national average of 17.5% for secondary schools in Wales. Around 21% of pupils live in the 20% most deprived areas in Wales.

Around 2% of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 19% of pupils have a special educational need, which is slightly lower than the national average of 20.1%.

Many pupils are from a white British background. There is a minority of pupils who speak English as an additional language. Very few pupils speak Welsh fluently.

The acting headteacher has been in post since September 2014 and has recently been appointed for a further year (2015-2016) in an acting capacity. The leadership team is made up of the acting headteacher, an acting deputy headteacher, two assistant headteachers and two acting assistant headteachers.

The individual school budget per pupil for Corpus Christi Catholic High School in 2014-2015 is £4,133 per pupil. The maximum per pupil in the secondary schools in Cardiff is £8,783 and the minimum is £4,127. Corpus Christi Catholic High School is nineteenth out of the twenty secondary schools in terms of its school budget per pupil.

Summary

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

Current performance

Corpus Christi Catholic High School is a good school because:

- Standards are strong in most indicators and compare well with those in similar schools
- Teaching enables pupils to make solid progress and prepares them well for the next stage of learning
- Pupils feel safe and highly-valued
- The very strong caring and inclusive ethos successfully promotes high expectations for all pupils
- Attendance levels are extremely high
- Pupils behave extremely well and engage very effectively in their learning

Prospects for improvement

The prospects for improvement are good because:

- The acting headteacher has a clear vision for the further development of the school
- The senior leadership team provides strong and effective leadership and successfully shares the collective vision for excellence, in every aspect of school life
- The strong links with partners have supported improvements in pupils' wellbeing and achievements
- The school's experienced governing body contributes well in setting the strategic direction of the school

Recommendations

- R1 Raise standards in science at key stage 4
- R2 Increase opportunities for pupils to develop their numeracy skills progressively across the curriculum
- R3 Reduce further the number of fixed term exclusions
- R4 Refine the processes of self-evaluation and improvement planning across the school

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.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the past four years, at key stage 4, the school has consistently performed better than the national average in all key indicators. In 2014, performance in those indicators that include English and mathematics has improved significantly from a fluctuating trend of performance in the previous three years. It is well above the average for the family of schools and places the school in the top quarter of similar schools based on levels of eligibility for free school meals. The performance in the indicator that includes five qualifications at GCSE equivalent grades A*-C has also improved in 2014, but remains below the average for the family of schools and places the school in the lower half of similar schools.

At key stage 3, performance in the core subject indicator has risen slightly in 2014 from a previously fluctuating trend. It is in line with expectations and above the average for the family of schools for the fourth year running.

By the end of key stage 3, pupils' progress from the previous key stage is slightly above expectations in mathematics but slightly below in English and significantly below in science.

At key stage 4, boys perform better than boys in other schools in the same family and nationally in many indicators but not in the indicator that contains at least five qualifications at GCSE equivalent grades A*-C, or in science. In both indicators, the gap between the performance of boys and girls is significantly greater than the average in the family of schools and in schools nationally. At key stage 3, boys perform better than boys in other schools in the same family and nationally in all key indicators. There is no significant difference in the performance of boys and girls in any indicator at level 5 and above or at level 6 and above.

In 2014, the performance of pupils who are eligible for free school meals is above the average in the family of schools and schools nationally and has been in three of the last four years. However, in the level 2 threshold, the performance of these pupils is below family and national averages, and has been for the last two years.

In lessons, nearly all pupils have positive attitudes to their learning. Many pupils demonstrate a high level of commitment and resilience that helps them to make good progress in developing their knowledge, understanding and skills. They work very well independently, in pairs and in groups to complete a range of tasks in different subjects.

Many pupils across the age and ability range speak with confidence and express their opinions clearly. A majority of pupils provide more developed verbal responses and use a wider vocabulary. In many subjects, pupils of all abilities use subject-specific terms well. Most pupils listen to the teacher with attention and respect. Many do so to their peers.

Many pupils read well and have a secure understanding of what they read. A minority of pupils use higher-order reading skills very well. They synthesise information from a range of sources and are able to infer and deduce well to develop their understanding. Those pupils with weaker reading skills make good progress in structured intervention programmes.

Most pupils write for a wide range of purposes and audiences. More able pupils produce well-crafted and sophisticated writing. A majority of pupils make effective use of their extended writing skills across the curriculum. Generally, the writing of girls is better developed and technically more accurate than that of boys. A minority of pupils do not proof read or edit their writing well enough. As a result, they continue to make too many basic errors in spelling, punctuation and grammar.

Many pupils make good progress in developing their numerical reasoning skills to solve problems and in calculation and measurement. However, this is mostly in their mathematics lessons. Most pupils do not use their numeracy skills often enough across the curriculum.

In 2014, performance in Welsh second language, at key stage 3, is above the family and national averages and places the school in the upper half of similar schools. Most pupils make very strong progress between key stage 3 and key stage 4. At key stage 4, in 2014, nearly all pupils were entered for the full course with many achieving A*-C grades.

Wellbeing: Good

Most pupils feel safe in school and believe that the school deals effectively with bullying. Nearly all pupils have a clear understanding of how to eat healthily and many take part in a range of physical activities.

Nearly all pupils understand the importance of punctuality and arrive at lessons promptly. Most pupils behave very well. Pupils respect each other, listen to each other's views and co-operate well when working together. Many pupils take on responsibilities, for example as pupil mentors to support Year 7 pupils. This helps pupils to settle quickly when they enter the school. The school council has been effective in influencing decisions, including placing more recycling bins and clocks in classrooms and developing a range of healthy eating options in the school canteen. Many pupils work well independently and effectively with peers in order to solve problems and improve their own learning.

Attendance has improved significantly over the past three years and in 2014 places the school in the top quarter of similar schools based on levels of eligibility for free school meals. The number of fixed term exclusions has decreased in 2014, but remains above the national average.

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

The school provides a broad and balanced curriculum, which meets the needs and aspirations of all pupils. The key stage 3 curriculum builds suitably on pupils' previous learning experiences. Pupil choice has a clear influence on the curriculum and pupils are offered a wide range of subjects at key stage 4.

The school has made appropriate progress towards implementing the national literacy and numeracy framework. Many subjects provide useful opportunities for pupils to develop their literacy skills. Opportunities for pupils to develop their numeracy skills across the curriculum are not as well developed. A suitable range of intervention programmes helps pupils with weaker skills to make strong progress.

Most pupils benefit from a wide range of sporting, cultural and spiritual opportunities. This has a very positive impact on their achievement, wellbeing and attitudes to learning.

The provision for Welsh within the school is strong. Welsh second language is given high status within the school. The school develops pupils' understanding of the Welsh language, culture and traditions very well across a range of subjects and through extra-curricular activities, including an annual eisteddfod.

There are suitable arrangements to develop pupils' knowledge and understanding of sustainability and their roles as global citizens. These include topics within subjects and the work of the school council, along with charitable and international links.

Teaching: Good

Nearly all teachers have extensive subject knowledge and foster positive and productive working relationships with pupils.

In a minority of lessons, teaching is highly effective. In these lessons, teachers have extremely high expectations of their pupils. They ensure that there is a very high level of challenge for pupils of all abilities and a brisk pace to learning. Teachers use strong, incisive questioning that probes pupils' understanding effectively. As a result, pupils make very good progress.

In the majority of lessons, teachers are well aware of pupils' needs and prior learning. They plan and organise activities carefully to ensure that pupils make strong progress. Many teachers use a suitable range of methods and resources that stimulate and engage pupils well. In these lessons, there is a good level of challenge and pace to pupils' learning. The use of in-class support, including that for pupils who do not have English as their first language, is effective.

In a few lessons, the challenge presented to pupils is not high enough. Work is not matched sufficiently to the abilities of all pupils. As a result, they do not do as well as they should.

The school has appropriate procedures for assessment, recording and reporting. Nearly all teachers assess and mark pupils' work accurately and regularly. Most teachers give pupils detailed and useful written feedback. This helps them to understand how well they are doing and how they can improve their work.

Most teachers make effective use of the school's detailed pupil tracking system, helping them to plan effective learning experiences and to set individual pupil achievement targets.

In many subjects, oral feedback is of high quality and gives pupils valuable guidance on aspects of their work that need to be improved. This has a very positive effect on standards.

Parents receive two clear and informative interim progress reports. In addition, the annual report includes a useful commentary on the progress achieved in each subject. Parents and pupils have useful opportunities to respond to these reports.

Care, support and guidance: Good

Pupils' spiritual and moral development is supported well by strong Christian values and is at the core of this inclusive school. All pupils benefit from their involvement in a wide range of activities, including assemblies, liturgical services and various retreats.

Provision for personal and social education is well structured and covers a wide range of health and social issues. The school has appropriate arrangements to promote healthy eating and drinking. It deals effectively with the very few incidents of bullying. All pupils are expected to take responsibility for their own behaviour.

All pupils benefit from a range of helpful specialist guidance. The school chaplain and two well-established counsellors provide valuable emotional support to pupils and their families.

The school provides all vulnerable pupils with a useful careers interview. This helpful advice supports effectively their progression to the next stage of education, employment or training.

The school supports pupils with additional learning needs very well. Appropriate courses and targeted intervention programmes ensure that many of these pupils achieve above expected outcomes. Individual education plans are reviewed regularly. The school successfully involves parents, pupils and external agencies in the planning and provision of additional support.

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

Learning environment: Good

The school has a very caring and supportive ethos where pupils are valued highly. There is a high level of mutual support within a happy and disciplined environment.

The school is a fully inclusive community where all pupils receive equality of access to everything it provides, irrespective of their background and ability. Pupils are polite and friendly and feel safe within the school community.

The school manages the learning environment well and has a planned rolling programme of redecoration and refurbishment. There are appropriate levels of learning resources across all subjects, including a well-equipped library. However, facilities for the teaching of physical education and drama are limited.

Leadership: Good

Over the last few years, there has been instability within the senior leadership team due to changes in personnel and the temporary nature of some roles. However, during this period, the senior leadership team has secured considerable improvements in a number of key areas. These include improving the quality of teaching across the school, a significant impact on the key indicators that include English and mathematics in key stage 4, and attendance.

The current acting headteacher has a clear vision for the further development of the school. She is supported very well by all members of the senior leadership team. Together, they provide strong and effective leadership and share successfully the collective vision for excellence, in every aspect of school life. The ethos of co-operation, support and trust is a strong feature within the school. The senior leadership team has a sound understanding of the school's strengths and areas for development and gives clear direction to the school's work.

There is a good balance of roles and responsibilities at all levels. These are defined clearly and nearly all members of staff have a thorough understanding of their responsibilities. Line managers are successful in holding most middle leaders to account.

Regular timetabled meetings of various groups have a clear focus on improving standards and the quality of teaching. Performance is monitored closely at these meetings and line managers provide valuable support and challenge to ensure continuous improvement. However, in a minority of instances, action points arising from these meetings are not clear enough. The school takes appropriate account of national priorities and these are included regularly on the agenda of whole-school and departmental meetings.

A wide range of data is used suitably by the school. Most middle leaders, including pastoral leaders, analyse and use data to monitor pupils' performance effectively. These leaders have been very effective in raising pupils' performance, particularly in English and mathematics in key stage 4 and in improving attendance.

The performance management process is organised well. Individual and whole-school targets focus appropriately on raising standards and developing pupils' literacy and numeracy skills. However, in a minority of instances, targets for raising pupils' performance are not measurable enough.

The school's experienced governing body contributes well in setting the strategic direction of the school. It is involved closely in decision-making and understands fully its role in holding the headteacher and senior leaders to account for the school's performance. Governors have a thorough knowledge of data and constantly challenge the school to improve further. Although governors are linked appropriately to departments, they do not hold middle leaders to account rigorously enough.

Improving quality: Adequate

Leaders have a sound knowledge of the school's strengths and areas for improvement. The school has recently introduced an appropriate programme of activities to gather first-hand evidence about the quality of teaching and assessment. The evaluation of teaching is detailed, and in the majority of cases provides a valuable assessment of strengths and areas for development. As a result, senior and middle leaders put appropriate plans in place to improve less effective teaching. However, a minority of judgements are too generous and do not focus sufficiently on the standards achieved by pupils.

Leaders at all levels regularly carry out scrutiny of pupils' work and, in a few instances, take suitable action to address shortcomings in assessment practices. However, many of their evaluations do not have a sharp enough focus on the quality of marking and its impact on pupils' progress.

The school self-evaluation report is suitably detailed. However, it is too descriptive and not evaluative enough. A recently introduced common format has resulted in departmental self-evaluation becoming more consistent in approach, and subject leaders provide an appropriate evaluation of many aspects of pupil standards and the quality of teaching. However, they do not evaluate all aspects of provision and leadership sufficiently, such as the development of pupils' literacy and numeracy skills. The school uses the views of pupils and parents appropriately to inform their self-evaluation.

Senior and middle leaders have recently introduced a more detailed analysis of data. This is used appropriately to monitor pupil progress and to plan suitable interventions. This has resulted in improvements in pupil outcomes, especially in indicators that include English and mathematics. However, in a few instances, the evaluation of pupil performance is not precise enough.

The school improvement plan is clearly focused on raising standards. Departmental improvement plans are aligned closely to whole-school priorities. However, in a few instances, success criteria are not sufficiently sharp and measurable and timescales are not specific enough to ensure close monitoring of their implementation.

Partnership working: Good

The school has valuable working relationships with a wide range of partners. These partnerships make a successful contribution to improving provision and raising standards, for example through a joint project with the local authority and other local schools to provide support for disadvantaged pupils. This has improved the outcomes for those pupils eligible for free school meals, especially in English and mathematics. The school works effectively with local businesses, community groups and universities to enhance pupils' learning experiences, for example through science workshops and providing resources for the art department.

Partnership arrangements are particularly effective in promoting pupils' wellbeing. The school has strong links with a range of agencies to support pupils' behavioural and emotional needs. Strong pastoral links with partner primaries provide the school with detailed information about individual pupils. This helps pupils to make a smooth transition from primary to secondary school.

There is effective communication with parents, and they are well informed about their children's wellbeing and progress.

The strong and well-established relationship with the local Catholic parish churches is an important part of the caring and supportive ethos of the school. This is particularly beneficial in supporting pupils' wellbeing and contributes very well to their spiritual and moral development, for example through charity work.

Resource management: Good

The school has suitably qualified staff to meet the requirements of the curriculum. Nearly all members of staff teach within their own specialist areas and learning support members of staff are used effectively within the classroom. All teaching and support staff have well-organised annual performance reviews and there are valuable arrangements for their professional development.

All members of staff participate well in whole-school professional learning experiences, which have focused successfully on the main priorities of literacy, numeracy and the quality of teaching. Although these groups have contributed valuably to pupils' development of strong mathematical skills, the use of numeracy skills across the curriculum is limited.

The school currently has a budget deficit. The headteacher and governors have worked skilfully on the agreed deficit reduction plan, which aims to eliminate the deficit by April 2015.

The school manages its pupil deprivation grant appropriately. Agreed actions have improved the performance of disadvantaged pupils in key stage 3 and in the majority of indicators, including those that contain English and mathematics in key stage 4. The attendance of these pupils has been raised successfully and is very close to the school's overall figure.

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

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has fluctuated slightly in the last four years but has remained above the average for the family of schools during that period. When compared with similar schools based on levels of eligibility for free school meals, performance has placed the school in the upper half or top quarter for two of the last four years. Performance in the core subject indicator for 2014 is as expected.

In English, performance at level 5 and above has improved slightly in 2014 for the third consecutive year. Performance has consistently been above the average for the family of schools and has placed the school in the upper half of similar schools in two of the last four years. Performance in English at level 6 and above has also improved in each of the last three years. This performance has been well above the average for the family of schools and has placed the school in the top quarter of similar schools in three of the last four years. After a dip in 2013, performance in mathematics at level 5 and above has improved in 2014. Performance in the last four years has placed the school in the upper half or top quarter in three of those years when compared with similar schools and has been above the average for the family in each year. Performance at level 6 and above has improved significantly in 2014 after dipping in 2013. Performance has placed the school in the upper half of similar schools in two of the last four years and has consistently been above the average for the family of schools. In science, performance at level 5 also slipped in 2013 but has recovered in 2014. However, this performance is below the average for the family of schools and places the school in the bottom quarter of similar schools, as in 2013. At level 6 and above, performance in science has improved significantly in 2014 and places the school in the top quarter of similar schools for the third time in the last four years. During this period, performance at level 6 and above has been consistently above the average for the family of schools.

In 2014, pupils' progress at the end of key stage 3 from the previous key stage is below expectations in all indicators and significantly below in science.

In key stage 4, performance in the level 2 threshold including English and mathematics dipped in 2012 but has made a significant recovery since then. In 2014, performance is above expectations for the second year running and places the school in the top quarter of similar schools based on levels of eligibility for free school meals after placing it in the lower half or bottom quarter for each of the three previous years. Performance has been above the average for the family for the last four years and in 2014 is the highest performance in the family. Performance in the level 2 threshold has improved in 2014 after dipping in 2012 but remains below the average for the family of schools and places the school in the lower half of similar schools after placing it in the bottom quarter in the previous two years. Pupils' performance in the core subject indicator has improved significantly in 2014 and places the school in the top quarter of similar schools after placing it in the lower half or bottom quarter in each of the three previous years. During this period, the school's performance has consistently been above the average for the family of schools. The capped points

score has fluctuated over the past four years but has risen in 2014 and places the school in the top quarter of similar schools according to levels of eligibility for free school meals, after placing it in the bottom quarter in each of the previous two years.

Performance in English dipped in 2012 but has improved significantly in 2014. This performance is the highest in the family of schools and places the school in the top quarter of similar schools after placing it in the upper half for the three previous years. Performance in mathematics has also improved significantly in 2014 after dipping in 2012 and is the highest in the family. The performance in 2014 places the school in the top quarter of similar schools after placing it in the bottom quarter for each of the previous two years. In science, pupils' performance has improved in 2014 but the school remains in the bottom quarter of similar schools for the second year running.

In 2014, pupils' progress from previous key stages is better than expected in the level 2 threshold including English and mathematics, the level 1 threshold and the core subject indicator. However, it is below in the level 2 threshold and in the capped points score.

In 2014, no pupil left the school without a recognised qualification. A very few pupils who left school at 16 are reported as being not in education, employment and training and this proportion is smaller than the local authority and Wales averages.

At key stage 3, in 2014, girls did better than boys in most subjects and key indicators. The only significant difference between the performance of boys and girls was in the core subject indicator. However, both boys and girls did better than boys and girls within the family of schools and nationally in nearly all indicators. At key stage 4, there is little difference between the performance of boys and girls except in the level 2 threshold where boys performed below the family average and in science where boys' performance was well below the family and national averages.

In key stage 3 assessments, performance in oracy, reading and writing has all improved in 2014 and remains above the family and national averages.

In 2014, at key stage 4, the performance of pupils eligible for free school meals is better than for similar pupils in the family and nationally in the level 2 threshold including English and mathematics and in the core subject indicator, as it has been in three of the last four years. However, in 2014, the performance of pupils eligible for free school meals in the level 2 threshold, the level 1 threshold and the capped points score is below that of similar pupils in the family of schools and nationally. At key stage 3 in 2014, the performance of pupils eligible for free schools in the core subject indicator is well above the family and national averages. At key stage 3, pupils eligible for free school meals generally perform better than similar pupils elsewhere and there is no significant gap between these pupils and others.

Appendix 1

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	309	152 49%	133 43%	21 7%	3 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	52%	4%	1%	
The school deals well with any bullying	310	119 38%	173 56%	14 5%	4 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	307	142 46%	146 48%	17 6%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	308	117 38%	152 49%	37 12%	2 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	308	152 49%	127 41%	28 9%	1 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	308	136 44%	162 53%	9 3%	1 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	308	167 54%	135 44%	6 2%	0 0%	Mae'r athrawon yn fy helpu i ddsygu 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	308	95 31%	163 53%	48 16%	2 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	306	156 51%	130 42%	19 6%	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	309	60 19%	186 60%	57 18%	6 2%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	305	118 39%	156 51%	28 9%	3 1%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	51%	17%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		306	79 26%	165 54%	53 17%	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		308	141 46%	158 51%	9 3%	0 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		304	150 49%	126 41%	24 8%	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.
			35%	54%	9%	1%	
The staff respect me and my background		309	162 52%	130 42%	16 5%	1 0%	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		299	164 55%	117 39%	16 5%	2 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		95	37 39%	48 51%	9 9%	1 1%	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%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		32	11 34%	11 34%	7 22%	3 9%	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%	6%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	67	44 66%	18 27%	2 3%	1 1%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	67	42 63%	21 31%	2 3%	0 0%	2	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	67	41 61%	20 30%	4 6%	1 1%	1	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.	65	36 55%	23 35%	4 6%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	67	23 34%	37 55%	4 6%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	67	24 36%	35 52%	4 6%	1 1%	3	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	66	41 62%	20 30%	4 6%	0 0%	1	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.	67	29 43%	28 42%	7 10%	1 1%	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.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	66	27 41%	29 44%	4 6%	1 2%	5	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.	66	26 39%	26 39%	5 8%	0 0%	9	Caiiff 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.	67	31 46%	29 43%	3 4%	0 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'.	61	22 36%	26 43%	4 7%	1 2%	8	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.	67	34 51%	23 34%	9 13%	0 0%	1	Rwy'n cael gwybodaeth yson am gynnydd fy mhlentyn.
		33%	50%	11%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	67	41 61%	18 27%	5 7%	2 3%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	66	22 33%	33 50%	6 9%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	67	34 51%	24 36%	5 7%	0 0%	4	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.	64	24 38%	23 36%	4 6%	2 3%	11	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.	66	29 44%	28 42%	4 6%	1 2%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	67	41 61%	19 28%	3 4%	1 1%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 2

The inspection team

Mr Tony Sparks	Reporting Inspector
Mr Alwyn Thomas	Team Inspector
Mr William Gwyn Thomas	Team Inspector
Mr Steven William Pringle	Team Inspector
Mr Peter Trevor Lewis	Lay Inspector
Mr David Ashley Howells	Peer Inspector
Mrs Patricia Pavlovic (Acting Deputy Head)	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.