



*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**

**The Maelor School  
Penley  
Wrexham  
LL13 0LU**

**Date of inspection: March 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:

<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

The Maelor School is an English-medium 11 to 18 mixed comprehensive school in Wrexham. There are 766 pupils on roll, of whom 96 are in the sixth form. The overall figure has fallen since 2008 when the school was last inspected, when there were 794 pupils on roll. The number in the sixth form has fallen significantly from 138 students. Around 6% of pupils are entitled to free school meals, which is well below the national average of 17.7%. Pupils are drawn from a wide geographical area, mainly from small rural villages, but also from small towns and urban areas. Three point four per cent of pupils live in the 20% most deprived areas in Wales. Nearly all pupils speak English as their first language and come from a white British heritage. Very few pupils are fluent Welsh speakers.

The school receives pupils from the full ability range. The percentage of pupils with special educational needs is around 13%, which is lower than the national average of 19.2%. The percentage of pupils who have a statement of special educational needs is very close to the national average of 2.6%. The school has a specialist resource base serving the local authority for 44 pupils with dyslexia.

The headteacher took up post in September 2011. The senior leadership team consists of two deputy headteachers and one assistant headteacher.

The individual school budget per pupil for The Maelor School in 2013-2014 means that the budget is £4,357 per pupil. The maximum per pupil in the secondary schools in Wrexham is £4,908 and the minimum is £4,297. The Maelor School is eighth out of the nine secondary schools 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

The Maelor School is a good school because:

- pupils achieve good standards at key stage 4 in those indicators that include English and mathematics;
- teaching is effective in many lessons;
- in many lessons, pupils make good progress in developing their skills, knowledge and understanding;
- nearly all pupils have positive attitudes to learning and behave very well; and
- the school works effectively with a range of partners and this work has a positive impact on pupils' wellbeing and achievement.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides strong leadership and has established a well-communicated vision for the development of the school;
- most senior and middle leaders have a clear understanding of the strengths and areas for improvement;
- lines of accountability are clear and performance is monitored closely;
- the school development plan provides a useful basis for improvement; and
- governors challenge and support the school well.

## Recommendations

- R1 Reduce the difference between the performance of boys and girls at key stage 3 and key stage 4
- R2 Increase extended writing opportunities across the curriculum
- R3 Improve the consistency and the impact of written feedback to pupils
- R4 Ensure that all pupil IEPs have clear, measurable targets for improvement
- R5 Ensure that targets for improvement planning are precise and measurable
- R6 Raise standards in Welsh second language and ensure that all pupils are entered for a recognised qualification that matches their ability

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

The school's performance at key stage 4 in the indicators that include English and mathematics has fluctuated over the last three years but improved sharply in 2013. It is now well above expectations and the average for similar schools. There has been a similar improvement in the indicators that include a wider range of qualifications. Performance in both these indicators compares very well with that of similar schools. Pupils' progress from previous key stages is much better than expected. In 2013, pupils' performance in mathematics rose significantly; performance in English improved also. Only one pupil left the school without a qualification and many stay on in full-time education and training.

At A level, performance is below family and national averages. However, most pupils make the expected progress from GCSE to A level.

At key stage 3, there is a trend of improvement in most subjects. In 2013, performance in the core subject indicator was well above expectations and performance in all indicators placed the school in the top half of similar schools.

The gap between the performance of boys and girls is greater than that for similar schools and Wales in several key indicators at key stage 3 and key stage 4.

Most pupils with additional learning needs make good progress. More able pupils make progress that is largely in line with expectation.

In 2013 most pupils who are entitled to free school meals perform very well in most indicators at key stage 3 and at key stage 4 compared with those in similar schools and Wales.

Most pupils have very secure recall of previous work and make effective use of that learning in new and unfamiliar situations. In many lessons, pupils make good progress as they develop further their knowledge, understanding and skills. In a few lessons, pupils do not make enough progress because of insufficient challenge in the tasks set. Occasionally, a very few pupils lose concentration and disrupt the learning of others.

Nearly all pupils listen attentively to the teacher and their peers. Many speak confidently when working in small groups and during whole-class discussions. They provide well-developed responses and explanations when posed questions. A few use an extensive and sophisticated vocabulary very well. Most pupils read fluently and with confidence. They use an appropriate range of strategies, including text marking, to extract information and analyse texts. Many pupils read for pleasure. A majority of pupils write with confidence and a few produce very well-crafted and engaging creative work. Around half of the pupils write well for a range of purposes and audiences in different subjects. A minority of pupils do not proof read or redraft

their writing effectively so that often it remains underdeveloped and basic technical errors persist.

Most pupils have very well-developed number skills, including calculating, measuring and data handling. Nearly all pupils apply these skills well in a range of subjects. Pupils' performance in Welsh second language at key stage 3 improved in 2013. Performance is better than the family and national averages, and places the school in the top half of similar schools. Although the trend is uneven, overall performance has improved over the last four years. Standards in Welsh at key stage 4 show an improvement in 2013 and the proportion gaining a level 2 qualification in either short-course or full-course Welsh increased in 2013. However, only a minority of pupils gain a level 2 qualification in Welsh second language and this proportion is well below that in other schools.

### **Wellbeing: Good**

Most pupils have a clear understanding of how to eat and drink healthily and the importance of taking regular exercise. All pupils have opportunities to participate in many activities in the school and in the wider community, and there is a high take up of these. Nearly all pupils feel safe in the school and most feel that the school deals well with bullying.

Most pupils behave very well and have a positive attitude to learning. They work with concentration and engage purposefully in tasks. They show enthusiasm for, and pleasure in, their learning.

Attendance over the last four years has increased and the improved attendance rate in 2013 places the school in the upper half of similar schools and is slightly above expectations. There have been no permanent exclusions in the school in the last seven years. The number of fixed term exclusions decreased in 2013 and compares favourably with the local authority figures.

A few pupils from all year groups take on responsibilities at form, year group and whole school levels, particularly through the various councils that feed in to the school council. The healthy eating group has influenced increased healthy eating options in the canteen. Many pupils feel that their views are valued and listened to by the school.

Nearly all pupils have well-developed social and life skills, and show respect, care and concern for others.

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

The school delivers a broad curriculum that meets pupils' needs and interests. In collaboration with the 14 to 19 network, the school offers a comprehensive range of vocational and general courses at key stage 4 and in the sixth form. There is a wide range of extra-curricular opportunities, including sports, and musical clubs. These activities give pupils useful opportunities to enhance their learning experiences.

The school has an appropriate strategy to develop pupils' literacy and numeracy skills. There are limited opportunities for pupils to produce extended writing in most subjects, but pupils have frequent opportunities to develop most other aspects of their literacy and numeracy skills. However, these opportunities are insufficiently precise to ensure the progressive development of these skills. The literacy and numeracy provision includes suitable support for those pupils with weak skills. The school has appropriate plans to implement the national Literacy and Numeracy Framework, although this remains at an early stage.

The provision to develop pupils' knowledge and understanding of the history and culture of Wales is well developed through the work of subjects and that of the 'Welsh Champion'. This includes recent residential courses and continuing participation in Urdd activities. Provision at key stage 3 is appropriate but until 2013 insufficient time was allocated at key stage 4 for pupils to make sufficient progress in the Welsh GCSE short-course. Too few pupils study Welsh second language, full course.

Most pupils' awareness of sustainable development and global citizenship is well developed. The personal and social education programme, pastoral guidance and assemblies are used well to develop pupils' understanding. Pupils benefit significantly from the school's valuable partnership with a school in Lesotho to develop their understanding of school and life in an African country.

### **Teaching: Good**

In nearly all lessons, positive relationships between teachers and pupils help to create a calm and purposeful learning environment. Teachers have strong subject knowledge and most plan their lessons carefully so that the work matches the ability of pupils well.

In many lessons, teachers have high expectations of their pupils and use a wide range of activities and resources to motivate pupils and to sustain their interest. There is an effective pace to pupils' learning and there are helpful opportunities to support the development of their literacy and numeracy skills.

In the few lessons where teaching is highly effective, there is a high level of challenge and a brisk pace to pupils' learning. Skilful and incisive questioning challenges pupils' knowledge and understanding. Opportunities to reflect on and assess their learning enable pupils to deepen their thinking and develop their understanding.

In a few lessons, teaching is not as effective because teachers do not have high enough expectations of their pupils or challenge them sufficiently. In a very few lessons, teachers do not deal effectively with low-level disruption. As a result, pupils do not make the progress they should.

The majority of teachers provide clear verbal feedback that allows most pupils to know how well they are doing and what they need to do to improve further. The marking of pupils' work is consistent in nearly all subjects. Most teachers make written comments, matched to the learning objective, which recognise pupils' positive

responses to the tasks set. However, while many comments identify good features of the work, the majority of suggestions for improvement are not specific enough to guide pupils in improving their work sufficiently. In only a very few instances are comments acted upon by pupils or followed up by teachers so that a learning dialogue is developed. A few teachers use success criteria well to allow pupils to improve their work and better assess their own work and that of other pupils.

Senior leaders analyse performance thoroughly, including examination outcomes and internal assessment data in the suitable tracking system. This results in assessment and progress records that are comprehensive and tracked over time against targets. As a result, leaders and teachers are able to use assessment information to inform future planning, particularly in the core subjects. Pupils play an active role in setting and agreeing their targets and regularly review them with their form tutors and mentors. Where underachievement is identified by tracked data, intervention is swift and tailored to need, resulting in improved performance.

Parents and pupils receive regular progress summaries. Reports to parents are consistently thorough and set out subject specific aspects for improvement.

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

The school's provision for care and support has a positive impact on pupils' standards, health and wellbeing. Pupils feel well supported by the school and know whom they can talk to if they have difficulties. The pupil-counselling programme is effective in improving the attitudes and behaviour of pupils, especially those in Year 7.

The school makes appropriate arrangements for promoting healthy eating and drinking, and pupils understand the importance of a healthy lifestyle. The school promotes pupils' spiritual, moral, social and cultural development well through religious education lessons, very effective assemblies and the thought for the week during form tutor time. Pastoral guidance days make a significant contribution to pupils' personal and social education. The school has robust systems to ensure good attendance rates.

The school has effective working relationships with a wide range of external agencies to provide valuable personal support and guidance for pupils. The school provides beneficial advice and guidance when pupils make choices at the end of key stage 3, key stage 4 and in the sixth form.

The school provides very effective support for all pupils with additional learning needs. Pupils take a full part in school activities and attend mainstream classes. Teachers adapt their lessons well and make sound use of supportive external agencies when appropriate. The pupils receive effective support from teaching assistants to ensure that they make continuous progress.

Those pupils with specific learning difficulties such as dyslexia receive very well planned support. Staff track pupils' progress in detail and adapt the provision effectively. This enables pupils to make progress that is often above expectation.

Pupils' individual education plans contain targets for improvement. However, most of these are too general and are not specific enough.

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

### **Learning environment: Good**

The school has an inclusive and supportive ethos. It is a calm and purposeful community based on mutual respect and high expectations of all. The school successfully achieves its aims of pupils reaching their potential, being prepared for life after school and developing into mature and responsible young people. The school promotes equality well and challenges stereotyping in all aspects of its work. It identifies and celebrates diversity very well. All pupils have equal access to the curriculum and the range of extra-curricular activities in the school.

The accommodation is sufficient for the number of pupils and most is of good quality. The buildings, including toilet and changing facilities, are well maintained. Colourful displays in classrooms and communal areas support learning effectively. There are very effective levels of learning resources in most subjects. The library provides a bright, spacious and welcoming environment that is used by many pupils. The school's sports and fitness facilities are well equipped and the school grounds are safe, extensive and well maintained.

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

Leaders have been successful in achieving significant improvements over the last two years. There is a clear and shared sense of direction that is based on a detailed understanding of the school's strengths and areas for development and a firm focus on improving standards and increasing accountability. The headteacher has established a culture of high expectations for all aspects of the school's work. The school uses data well to set suitable targets, monitor progress towards them, and identify and challenge any underperformance. The school takes appropriate account of national priorities and these are prominent in improvement plans and whole-school and departmental meetings.

The headteacher provides strong leadership and has established a well-communicated vision for the development of the school and a purposeful strategy for achieving it. He is well supported by senior managers. They work well as a team and their responsibilities cover most of the key areas of the school. There is a generally well-balanced distribution of responsibilities. In order to expand the capacity of the senior team, members of staff are seconded to the team to undertake specific tasks. Line management arrangements are systematic and focused. Regular timetabled meetings have a clear purpose and lead to high levels of accountability.

Communication through a programme of meetings and information bulletins, and the use of email is effective. The management structure is clear and appropriate to the

needs of the school. Staff have a firm understanding of their roles and responsibilities.

The role of middle leaders is developing well and most carry out their work effectively and efficiently. Over the last two years, their roles have expanded and now include greater responsibility for the performance of their teams. They have a secure knowledge and understanding of the work of their areas of responsibility and have set out suitable priorities for further improvements.

There are well-developed arrangements for managing the performance of staff and these lead to appropriate targets for staff's professional development. Leaders have taken robust action to deal with instances of under-performance.

Governors have a full understanding of the strengths and areas for development of the school, including a detailed appreciation of performance data. The role of the governors' link to subject departments is particularly well developed and helps to deepen their understanding of the school's work further. Governors play a suitable role in setting the strategic direction of the school and are effective in challenging the school.

### **Improving quality: Good**

The school has a regular cycle of self-evaluation activities during which it reviews evidence from a wide range of sources, including that from external agencies. The views of parents and carers, pupils and other stakeholders are sought frequently. A thorough analysis of data at all levels considers trends and comparisons with similar schools, as well as progress over time. When evaluating pupils' wellbeing, the report uses quantitative data where available. The resulting self-evaluation report draws on appropriate first-hand evidence of the standards in lessons and the quality of teaching. In particular, the regular scrutiny of pupils' work, carried out at whole school and departmental level, provides valuable evidence. The school's self-evaluation report is comprehensive, and most sections are evaluative. As a result, senior and middle leaders have a thorough understanding of the school's strengths and areas for improvement.

The senior team work effectively alongside middle leaders to increase their capacity to assess outcomes and their own performance. Nearly all core subject leaders and many leaders of other subjects use data effectively to bring about improvements. The self-evaluation cycle in departments is through an effective series of planned activities and dialogue between senior and middle leaders. This consistent approach results in a useful quality assurance document, known as the 'purple folder', which details each department's self-evaluation evidence and their progress towards reaching their targets for improvement.

There is a strong link between self-evaluation activities and the identification of priorities in the school development plan. Planning at whole school and departmental level is generally effective. However, a majority of targets and associated success criteria are not specific enough. As a result, the monitoring and evaluation process does not always accurately determine the impact of the school's work.

Over the last two years, the school's arrangements for improving quality have helped to support an upward trend in standards and behaviour.

### **Partnership working: Good**

The school has developed and established effective partnerships with a comprehensive range of organisations and support agencies. These partnerships extend successfully the range of courses available to pupils and provide support to the most vulnerable pupils.

The school monitors closely the progress, attendance and wellbeing of pupils on partnership courses. Senior leaders from the school and the local college have developed suitably robust, joint-working practices and quality assurance procedures for partnership courses.

The school has developed effective arrangements with its partner primary schools to make sure that pupils benefit from a smooth transition from primary to secondary school. Pupils settle quickly into Year 7 and those who require additional support are supported well as they join the school.

The school has developed appropriate partnerships with a range of organisations in the community. The school has strong partnerships with parents.

The parent-teachers' association is a valued and helpful supporter of the school, undertaking a wide range of fundraising activities.

### **Resource management: Good**

The school has sufficient suitably-qualified teaching and support staff and deploys them appropriately. There are well-organised arrangements for identifying and meeting the professional development needs of staff. Every member of staff is involved in one of the several teaching groups that have been established to work on key development initiatives. These groups are starting to have an impact on improving aspects of the school's provision such as literacy and numeracy. Productive links with other schools and higher education institutions have been used well to develop further the expertise of staff.

The headteacher, business manager and governors understand fully the costs of running the school and closely monitor spending. Funds are allocated to meet identified priorities. The school uses additional funds, such as the pupil deprivation grant, appropriately to meet its key priorities. The sixth form provision is cost effective.

The school manages its resources well to achieve good pupil outcomes and provides good value for money.

## Appendix 1

### Commentary on performance data

At key stage 3, performance in the core subject indicator has improved steadily over the last five years. It has been above the average for its family of schools for those five years. When compared with similar schools based on levels of entitlement to free school meals, performance placed the school in the upper half for three of the last four years. When compared with modelled expectations, performance for 2013 is above expectations.

In English, performance at level 5 and above, improved in 2011 but has declined each year since then, moving the school from the top quarter to the upper half of similar schools based on levels of entitlement to free school meals. However, performance in 2013 is above the family average and has been for the last three years. Performance in English at level 6 and above has improved in three of the past four years. In 2013, it is well above the family average and places the school in the top quarter compared with similar schools in terms of free-school-meal benchmarks. Mathematics has improved slightly over the past four years. In 2013, performance is above the average for the family of schools and places the school in the upper half of similar schools in terms of levels of entitlement to free school meals. At level 6 or above, performance in mathematics has improved in each of the last four years. It is above the average for the family of schools and places the school in the upper half of similar schools in terms of free-school-meal entitlement. Performance in science at level 5 and above, and at level 6 and above, has improved in each of the last four years. In 2013, it is above the family average. In level 5 and above and level 6 and above, performance places the school in the upper half of similar schools in terms of free-school-meal benchmarks.

Pupils' progress from the previous key stage is just above expectations for all indicators, and well above in science.

In key stage 4, performance in the level 2 threshold including English and mathematics has fluctuated during the past four years. It improved significantly in 2013 and is above the average for the family of schools. This performance places the school in the top quarter of similar schools based on free-school-meal benchmarks, after being in the bottom quarter in 2012. Performance in this indicator in 2013 is well above expectations after being well below that expected in two of the previous three years. Performance in the level 2 threshold has also fluctuated over the past four years and has been above the family average in three of those years. For the past three years, this performance has placed the school in the top quarter of similar schools based on free-school-meal entitlement. Performance in the core subject indicator improved significantly in 2013, and is well above the family average. This places the school in the top quarter of similar schools in terms of free-school-meal benchmarks after being in the bottom quarter the previous year. The capped points score shows an improvement over the past four years and places the school in the top quarter of similar schools for each of those four years. This performance is above modelled expectations and has been for the past three years. Performance in the level 1 indicator has changed very little over the past three years.

and is very close to the average for the family of schools, although the school remains in the lower half of similar schools.

Performance in English has fluctuated over the past four years, the school twice being in the bottom quarter of similar schools in terms of free-school-meal benchmarks, and once in the top quarter. In 2013, performance has improved. It places the school above the average for the family of schools and in the upper half of similar schools. Performance in mathematics has improved significantly in 2013, placing the school in the top quarter of similar schools after being in the lower half for the previous three years. It is also greater than the family average for the first time in four years.

In 2013, pupils' progress from the previous key stages is significantly greater than expected for the level 2 threshold including English and mathematics, the level 2 threshold and the capped points score. However, progress in the level 1 threshold is significantly lower and pupil progress is well below expectations.

In 2013 a very few pupils left the school without a qualification and the proportion was greater than the family and national averages. Many pupils continue in full-time education after 16. 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.

In 2013, the sixth form students' performance is below the family and Wales averages for the level 3 threshold and has been for the last two years. In the wider capped points score, students perform below the family average and have done for the past two years but above the national average for the past five years. Most pupils perform broadly in line with expectation.

At key stage 3, in 2013, girls do better than boys in most subjects. The gap between the performance of girls and boys at level 5 and above in English, mathematics and science is slightly greater than the average for the family and nationally. Girls perform better than boys at all the higher levels in core subjects except level 7 and above in science. At key stage 4, girls do better than boys. The gap between the performance of boys and girls is larger than the family and national averages for many indicators. In the level 2 threshold including English and mathematics and in the core subject indicator, the gap between the performance of boys and girls has been greater than the family and national averages for the past four years. In science, the gap has been twice that of the family and national averages in two of the last four years.

In key stage 3 assessments, performance in oracy and reading has fluctuated over the past three years but has remained 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	195	119 61%	74 38%	1 1%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	3%	1%	
The school deals well with any bullying	194	61 31%	101 52%	30 15%	2 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	2%	
I have someone to talk to if I am worried	195	89 46%	89 46%	16 8%	1 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	195	31 16%	126 65%	35 18%	3 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	57%	17%	3%	
There are plenty of opportunities at school for me to get regular exercise	192	69 36%	108 56%	14 7%	1 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	194	57 29%	125 64%	10 5%	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	194	85 44%	97 50%	10 5%	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	194	39 20%	108 56%	43 22%	4 2%	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	195	85 44%	96 49%	14 7%	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	194	22 11%	145 75%	23 12%	4 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	193	61 32%	94 49%	31 16%	7 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	4%	
The school listens to our views and makes changes we suggest	193	31 16%	125 65%	33 17%	4 2%	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	195	66 34%	118 61%	9 5%	2 1%	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	195	81 42%	102 52%	10 5%	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	195	80 41%	99 51%	13 7%	3 2%	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	194	72 37%	112 58%	8 4%	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	77	26 34%	30 39%	17 22%	4 5%	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	40	15 38%	20 50%	1 2%	4 10%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	50%	16%	6%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	295	178 60%	113 38%	3 1%	1 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	296	189 64%	101 34%	5 2%	1 0%	0	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.	296	167 56%	115 39%	10 3%	0 0%	4	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.	292	151 52%	132 45%	5 2%	0 0%	4	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	291	103 35%	167 57%	5 2%	1 0%	15	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	55%	11%	3%		
Teaching is good.	291	114 39%	165 57%	5 2%	1 0%	6	Mae'r addysgu yn dda.
		34%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	296	173 58%	114 39%	2 1%	0 0%	7	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	292	112 38%	147 50%	15 5%	1 0%	17	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.	292	105 36%	145 50%	17 6%	2 1%	23	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.	291	91 31%	156 54%	15 5%	0 0%	29	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.	296	163 55%	127 43%	3 1%	0 0%	3	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'.	275	101 37%	113 41%	14 5%	2 1%	45	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.	293	120 41%	148 51%	20 7%	2 1%	3	Rwy'n cael gwybodaeth yson am gynnydd fy mhlentyn.
		34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	292	136 47%	130 45%	15 5%	2 1%	9	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.	292	93 32%	131 45%	25 9%	1 0%	42	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.	292	126 43%	141 48%	10 3%	2 1%	13	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	278	74 27%	132 47%	18 6%	2 1%	52	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.	291	91 31%	152 52%	31 11%	4 1%	13	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	290	156 54%	124 43%	1 0%	1 0%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

## Appendix 3

### The inspection team

Anthony Sparks	Reporting Inspector
Karen Newby Jones	Team Inspector
Nigel Vaughan	Team Inspector
Mark Evans	Team Inspector
James Kerry Jones	Lay Inspector
Bethan Bale	Peer Inspector
James Connelly	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.