



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

**Ysgol Gyfun Gwynllyw
Folly Road
Trevethin
Pontypool
Torfaen
NP4 8JD**

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:

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

Ysgol Gyfun Gwynllyw is a designated Welsh comprehensive school for boys and girls aged 11-18, and it is maintained by Torfaen local authority. There are currently 989 pupils on roll, including 169 pupils in the sixth form, in comparison with 833 at the time of the last inspection. The school serves a wide catchment area and provides Welsh-medium education for pupils from nearby local authorities.

Fifteen per cent of pupils come from Welsh-speaking homes. However, as a result of pupils being educated through the medium of Welsh at primary school, all pupils are fluent in Welsh by the time they reach secondary school. Twelve point five per cent (12.5%) of pupils are entitled to free school meals, which is lower than the average figure for Wales of 17.7%.

Eleven per cent of pupils are on the school's additional learning needs register, and fewer than 1% have a statement of special educational needs. These figures are lower than the national averages.

The headteacher was appointed to his role in September 1996. The senior management team has been restructured recently. It now includes the headteacher, two deputy headteachers and three assistant headteachers.

The individual school budget per pupil for Ysgol Gyfun Gwynllyw in 2013-2014 is £4,220. The maximum per pupil in secondary schools in Torfaen is £4,977 and the minimum is £3,843. Ysgol Gyfun Gwynllyw is in fifth place of the seven secondary schools in Torfaen in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- the school's performance in many of the main indicators in key stage 3 and key stage 4 is consistently higher than in other similar schools;
- pupils make good progress in their skills and their subject knowledge in most lessons;
- nearly all pupils show praiseworthy behaviour and positive attitudes towards their learning and use of the Welsh language;
- there is a wide range of academic and occupational courses on offer through the medium of Welsh, which meet pupils' needs and interests;
- working relationships between teachers and pupils are close and supportive;
- the school is an inclusive, happy and caring community that promotes pupils' health and wellbeing very successfully; and
- the outstanding inclusive and supportive Welsh ethos permeates all aspects of school life.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and the senior leadership team work well together to set a clear strategic direction;
- the school has restructured and expanded the senior management team recently, improving its capacity to work more strategically;
- the school has effective staff performance management systems to identify and meet staff's training needs and induct newly qualified teachers;
- self-evaluation processes draw on a wide range of direct evidence so that leaders identify the strengths and areas for improvement in teaching well; and
- the governing body has a good understanding of the school's performance and operates effectively as a critical friend.

Recommendations

- R1 Improve performance in the wider average points score and the level 1 indicator in key stage 4
- R2 Strengthen self-evaluation systems by ensuring that managers evaluate performance in comparison with that in similar schools thoroughly and that all departmental improvement plans include challenging quantitative targets
- R3 Ensure that all leaders have enough time to undertake their role fully

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In three of the last four years, the school's performance in key stage 4 in the indicators that include Welsh or English, and mathematics has been higher than the average for other similar schools. Performance in the indicator that is equivalent to five GCSE grades A*-C has also been higher than the average for other similar schools in three of the last four years. In two of the last four years, pupils' performance in the indicator that is equivalent to five GCSE grades D-G has been lower than the average for other similar schools.

No pupils have left the school without a qualification during the last four years.

In general, the gap between the performance of boys and girls over the last four years is similar to that in similar schools.

In key stage 3, performance in the core subjects combined is consistently higher than the average for other similar schools. In addition, the gap between the performance of boys and girls is generally lower than is average for other similar schools.

Pupils who are entitled to free school meals generally perform better than average for those in other similar schools in key stage 3 and key stage 4.

Over the last three years, the school's results in the sixth form have, on the whole, been better than the average for other similar schools.

During their time at the school, most pupils make significant progress in their Welsh language skills, particularly in their oracy skills. In nearly all lessons, pupils show positive attitudes towards their work and are eager to learn.

In most lessons, pupils build effectively on their previous learning and show a firm grasp of subject-specific terminology. In these lessons, most work productively, both individually and in pairs or small groups. In most lessons, pupils listen attentively to their teachers' presentations and consider their peers' opinions thoughtfully. In these lessons, most pupils make meaningful contributions to discussions and analyse a range of evidence successfully when drawing conclusions. The most able pupils apply their previous learning successfully to unfamiliar situations. These pupils develop their thinking skills effectively when exploring complex aspects within the evidence.

Nearly all pupils are fluent in Welsh. They have a wide vocabulary and express themselves clearly orally. They are keen to use the language in all aspects of school life. The most able pupils are able to speak eloquently about a range of topics.

Many pupils read fluently in Welsh and English and gather relevant information effectively from a range of texts successfully. However, a few pupils read without

enough expression and hesitate when they come across unfamiliar words. Approximately half of pupils enter the school with weak reading skills. Over time, these pupils make very good progress in intervention groups.

In nearly all subjects, pupils write at length for a wide range of purposes and audiences. In these activities, many pupils use a wide and rich vocabulary and present their ideas in an orderly and logical manner. Many pupils have a good grasp of grammatical rules, spelling and punctuation. However, a minority of pupils use incorrect syntax and make too many spelling and mutation errors. A few pupils use too many English words when writing in Welsh. Many pupils present their work neatly. However, a few pupils, particularly boys, present disorganised and untidy work.

Most pupils develop their numeracy skills effectively in an appropriate range of subjects. These pupils have a firm grasp of the basic rules of addition, subtraction, multiplication and division, and the majority are able to produce sensible scales for their graphs and plot these correctly. These pupils can describe and explain patterns in data successfully. The most able pupils are able to choose the most suitable line to add to their graphs, interpret the relationship between variables, and question the reliability of their conclusions authentically.

In a few lessons, pupils do not make enough progress in their skills or their subject knowledge. This is mainly as a result of a lack of appropriate challenge in the teaching.

Wellbeing: Good

Nearly all pupils feel safe at school and are confident that the school deals with the rare incidents of bullying quickly and effectively. Nearly all pupils show positive behaviour, self-confidence and mature attitudes towards their work. They treat adults and visitors with respect and show obvious care and concern towards each other.

The rate of temporary exclusions is very low and there have been no permanent exclusions for a number of years.

Most pupils have a sound understanding of how to live a healthy life through exercise and choosing a balanced diet. A high proportion of pupils take a keen part in a wide range of beneficial sport and fitness activities, including the 5x60 club.

The school's attendance rates have shown a significant increase over the last three years, which now places the school in the upper half of other similar schools. The school's unverified data shows further progress in this year's attendance in comparison with the same period last year.

Most pupils have the necessary skills to move to the next stage in their education or into the world of work.

Many pupils contribute well to activities and events in the community. These include Eisteddfodau in Pontypool and Abergavenny, concerts in the Congress Theatre in Cwmbran, and visits to local old people's homes. They make numerous contributions to local and national charities, such as Noah's Ark, the Red Cross, and Tŷ Hafan.

The school council makes a positive contribution to school life, for example by contributing to developing anti-bullying and discipline policies, and suggesting improvements to the whole-school marking policy. Members of the council also take an active part in the process of appointing staff. In addition, the school council and eco-council have had a great influence on the design of the new buildings, for example the toilet layouts and the best location for installing solar panels.

In a few subjects, pupils are given valuable opportunities to contribute to decisions about what they learn.

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

Productive co-operation with nearby partners enables the school to offer a comprehensive curriculum, which meets pupils' needs and interests. A wide range of academic and occupational courses is offered through the medium of Welsh, such as car mechanics, a classroom assistants' course, and tourism and leisure courses. These provide valuable opportunities for pupils to continue to study through the medium of Welsh. A wide range of extra-curricular activities and educational trips enriches academic and cultural experiences very well.

There are appropriate plans in place in the context of the Literacy and Numeracy Framework, and most departments have identified useful opportunities in their schemes of work to develop literacy and numeracy skills. Specific groups of pupils receive effective additional support to develop their literacy and numeracy skills.

Robust action to promote Welshness has created an active and successful Welsh community among pupils. This contributes significantly towards pupils' positive attitudes towards the Welsh language. Effective interaction with the partner primary schools during transition sets a firm foundation for ensuring the use of Welsh in all aspects of school life.

Appropriate planning ensures a suitable awareness of issues relating to sustainability and global citizenship across all subjects. The eco-committee has had a positive effect, for example by arranging a campaign to recycle unwanted clothes, ordering new recycling bins and fundraising for the school's eco projects.

Teaching: Good

A prominent feature of teaching is the close and supportive working relationship between teachers and pupils. This has a very positive effect on pupils' attitudes towards their work and their willingness to use Welsh.

In nearly all lessons, teachers offer pupils an effective language model. Many teachers have high expectations of pupils and they plan their lessons carefully to include a range of stimulating activities. In these lessons, teachers ensure a good tempo and use technological equipment very effectively to complement pupils' learning experiences. In many lessons, teachers question pupils effectively in order to test and extend pupils' understanding. These teachers check pupils' progress regularly and offer them sensitive and beneficial support, where necessary.

In a few lessons, teachers do not have high enough expectations and they do not ensure that pupils are always at work. In these lessons, teachers do not plan carefully enough to ensure appropriate progress in pupils' skills.

Nearly all teachers mark work regularly. In the majority of cases, teachers' comments are constructive and offer useful suggestions for improvement. However, in a minority of subjects, teachers' comments are not specific enough to help pupils to improve their work. In addition, a minority of teachers do not ensure that pupils correct or complete their work once it has been marked.

In the majority of lessons, teachers use a range of self-assessment strategies by pupils and beneficial peer assessments to develop pupils' understanding of how to improve.

The school has developed a rigorous system for tracking pupils' progress regularly across the school at subject level, group level and individual pupil level. The school uses this information to monitor and support pupils effectively.

Parents and carers receive useful information about their children's progress through appropriate interim and full reports, and in parents' meetings.

Care, support and guidance: Good

The school is an inclusive, happy and caring community which promotes pupils' health and wellbeing very successfully.

There are a variety of rich opportunities to promote pupils' social, moral, spiritual and cultural development. The school's strong pastoral system has a positive effect on pupils' wellbeing and progress. Vulnerable pupils are supported appropriately through close co-operation between the school and multi-disciplinary agencies.

The school has a personal and social education programme, which offers valuable opportunities for pupils to expand their knowledge and understanding of issues that are relevant to their lives. The school has taken appropriate steps to meet the new requirements for eating and drinking healthily. Pupils receive very beneficial advice and guidance when choosing key stage 4 and post-16 courses. The school provides impartial careers advice and guidance, including an effective employment programme, which assists pupils to make meaningful decisions about their future.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is very effective. Comprehensive transition processes enable the school to identify specific pupils' needs at a very early stage and prepare appropriate intervention programmes for them. Individual education plans are devised jointly with parents and pupils, and they include aims and targets that offer useful guidelines to support learning. Regular progress reviews offer valuable opportunities for parents to play a full part in their children's education. As a result, pupils with additional learning needs achieve very well.

Learning environment: Excellent

The school has an outstanding inclusive and supportive Welsh ethos, which permeates all aspects of school life. All staff foster this ethos and promote the school's basic values of 'Welshness, Courtesy and Co-operation' in a consistent, sensitive and highly effective manner. This has a very positive effect on pupils' attitudes towards using the Welsh language and is a sound basis for the homely and welcoming atmosphere at the school. This element of the school's work is sector-leading.

The school ensures equal access to the curriculum for all pupils and challenges any incidents of stereotyping successfully. It promotes appreciation of diversity and develops tolerant attitudes among pupils effectively. The school building is of a high quality. Most classrooms are decorated with pupils' work and posters, and offer a stimulating working environment. The school has a wide range of contemporary learning resources of a high quality, including information and communication technology equipment. The school has appropriate physical exercise resources and sports fields. The site is maintained appropriately and the toilets and changing rooms are in good condition.

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

The headteacher, senior leadership team and governors work well together to set a clear strategic direction for the school. The strategy is based on maintaining and raising standards of achievement, developing partnerships, reducing the effect of deprivation, promoting Welshness and improving pupils' wellbeing. As a team, they create a positive atmosphere at the school in which pupils and staff treat each other with respect, enjoy learning and value success.

The strong leadership of the headteacher and the senior leadership team is key to the school's success. They model and promote the school's values effectively. As a result, the Welsh ethos is flourishing, the standard of teaching is high and pupils' standards are generally good. The senior leadership team challenge any cases of underperformance among staff appropriately, and give beneficial support where necessary.

As a result of the recent restructuring of the senior leadership team, the range of responsibilities shouldered by members of the senior team is appropriate and they now work more strategically. Responsibilities are allocated appropriately to all members of the senior leadership team and to middle managers. The responsibilities of middle managers and subject departments are clear and suitable. However, at times, a few managers' teaching loads limit the time they have to fulfil their responsibilities.

There are regular meetings at all levels. They focus appropriately on the school's strategic aims, and managers record the discussions of these meetings clearly. However, the minutes of all meetings do not include agreed action points.

The governing body has a good balance in terms of experience and suitable skills for their work. Governors understand their role well and are very supportive of the school and its staff. The governing body has a good understanding of the school's performance and the body operates effectively as a critical friend. The close and beneficial relationship between the governing body and departments ensures accountability. The governing body has given the school firm guidance on restructuring the senior leadership team and placing a focus on the school's priorities.

Leadership at the school places a consistent emphasis on local and national priorities, including promoting linguistic progression, raising the standards of literacy and numeracy, 14-19 learning pathways and tackling the effect of poverty and deprivation.

Improving quality: Adequate

The senior leadership team has an appropriate understanding of the school's strengths and areas for development. The school has recently revised its self-evaluation and quality improvement processes. However, these changes have not had enough time to promote improvements in some areas, for example in the indicator that is equivalent to five GCSE grades D-G.

The self-evaluation process draws on a wide range of suitable evidence. Leaders at all levels observe lessons regularly and they therefore know the strengths and areas for improvement in teaching well. However, leaders do not evaluate the school's performance in comparison with that of other schools rigorously enough. Managers at all levels undertake appropriate examinations of pupils' work. However, the quality of these examinations varies too much.

The school gathers the opinions of parents and pupils on the quality of provision regularly. It has responded appropriately to this evidence, for example by offering additional courses to pupils.

The school's self-evaluation report encompasses all aspects of the common inspection framework and highlights many strengths and areas for improvement appropriately. However, the report is too descriptive and, in a minority of aspects, does not evaluate the effect of provision on standards adequately.

A minority of departments have strong self-evaluation procedures and they analyse relevant data rigorously and accurately. Nearly all departmental self-evaluation reports include relevant information and identify appropriate areas for improvement. However, in general, these reports are too descriptive.

There is an appropriate link between self-evaluation at whole-school level and planning for improvement. The school improvement plan is a detailed document that includes appropriate actions to meet the school's priorities. The majority of departmental improvement plans link appropriately with the areas for improvement identified in the departmental self-evaluation reports. These plans include appropriate ambitious targets. However, a minority of departmental plans do not include quantitative targets to enable managers to evaluate the success of the actions outlined in them.

Partnership working: Good

The school has developed a strong and productive working relationship with a wide range of partners and this has had a beneficial effect on the breadth of the curriculum, standards, and pupils' wellbeing.

There is a beneficial partnership between the school and its partner primary schools, which leads to very effective transition. Year 6 benefits from a range of valuable opportunities to interact with older pupils through fun activities such as an Easter treasure hunt and the primary sports day. As a result, pupils settle quickly at the school. Arrangements for moderating teachers' assessments jointly in the core subjects have led to a better understanding of the assessment criteria in key stage 2 and key stage 3.

The school has valuable links with a number of colleges and Welsh-medium secondary schools in south east Wales. These partnerships enable the school to offer a wide range of academic and occupational courses through the medium of Welsh. This adds to the supportive Welsh ethos that permeates all the work of the partnerships. The school has appropriate systems to ensure the quality of the courses that are provided in partnership.

The school has a beneficial relationship with parents and the local community in order to enrich pupils' education. These include a beneficial partnership with the Health Service at Nevill Hall Hospital, which offers active support to challenge stereotyping, conducts mock interviews and trains pupils in the electrical and catering fields.

St Cadog's Church and the Healthy Living Centre also give pupils valuable opportunities to expand their experiences while working in the community.

Resource management: Good

The school has enough teachers with suitable qualifications to meet the needs of the curriculum. Nearly all lessons are taught by subject specialists. Teachers and teaching are supported well by support staff both in lessons and beyond. All teachers are given appropriate time for planning, preparation and assessment. The school has appropriate professional working groups to lead subject developments and meet the requirements of the Literacy and Numeracy Framework.

The school has sound systems for managing staff performance. All members of staff have relevant individual objectives, which include targets for improving pupils' literacy and numeracy. Information from this process is used effectively to identify and meet staff training needs and induct newly qualified teachers.

The school has sound finance management systems that are implemented effectively by the headteacher, the bursar and the governing body's finance sub-committee. As a result, the school has had a reasonable financial surplus since 2010. Funding has been used well to improve the buildings, to expand information and communication technology equipment, and to employ additional teachers to reduce the teaching duties of members of the senior leadership team. In light of the careful financial

management, the school has learning resources of a good quality to raise standards in line with its priorities. Funding is allocated appropriately to teaching departments in line with an agreed formula. Investment in the new buildings means that energy and maintenance costs are under firm control.

On the basis of current performance, the school provides good value for money.

Appendix 1

Commentary on performance data

Over the last four years, in key stage 4, the level 2 threshold results including Welsh or English and mathematics have been consistently higher than the family average and the modelled expectations. Performance in this indicator has placed the school in the upper half or top quarter of similar schools in terms of levels of eligibility for free school meals in three of the last four years. Over the same period, performance in the core subject indicator has been higher than the family average and places the school in the upper half of similar schools in three of the last four years.

In three of the last four years, performance at the level 2 threshold has been higher than the family average, and has placed the school in the upper half of similar schools in two of the last four years. Performance at the level 1 threshold has decreased since 2011, and in 2012 and 2013 is lower than the family average and places the school among the lower half or bottom quarter of similar schools. Performance in the capped wider average points score has varied since 2010, but has been lower than the family average in the last two years, placing the school among the bottom quarter or the lower half of similar schools in three of the last four years.

In the last four years, performance in Welsh first language at level 2 has shown a general trend of improvement. In the last two years, this performance has been higher than the family average and, in 2013, places the school among the top quarter of similar schools.

Over the last four years, performance at level 2 English has been higher than the family average and has placed the school in the upper half or top quarter of similar schools. Performance in mathematics at level 2 has been consistently higher than the family average and has placed the school in the upper half or top quarter of similar schools in three of the last four years. Performance in science at level 2 has been higher than the family average in 2012 and 2013, and has placed the school in the top quarter or the upper half of similar schools in two of the last four years.

Pupils make satisfactory progress between key stages in the majority of subjects.

The gap between boys' and girls' performance over the last four years has been similar to that of other similar schools in the majority of the main indicators. However, in 2013, the gap between boys and girls is lower than the family average in the level 2 indicator, level 2 Welsh, level 2 English and level 2 science.

In three of the last four years, in the level 2 indicators including Welsh or English and mathematics, level 2 and the capped average points score, the performance of pupils who are entitled to free school meals has been higher than the family average.

No pupils have left the school during the last four years without a qualification.

In key stage 3, performance in the core subject indicator has improved over the last four years, and has placed the school consistently higher than the family average and in the upper half or top quarter in comparison with similar schools. Performance in Welsh at level 5 or above in key stage 3 has been higher than the family average in three of the last four years. However, since 2010, performance has placed the school among the lower half or bottom quarter of similar schools. Performance in English at level 5 or above has improved since 2010, and has placed the school above the family average and in the top quarter or upper half in comparison with similar schools in the last four years. Performance in mathematics at level 5 or above has been consistently higher than the family average, and has placed the school among the top quarter of similar schools. Performance in science at level 5 or above has improved since 2010, and has been higher than the family average in two of the last three years. In 2013, performance in this indicator places the school in the top quarter of similar schools, which compares favourably with the situation in the previous three years in which performance in this indicator placed the school in the bottom quarter or lower half of similar schools.

Performance at level 6 or above in Welsh has been better than the family average in two of the last four years. Over the last four years, performance at level 6 or above in English has been higher than the family average in three of the last four years. Since 2010, performance at level 6 or above in mathematics has been consistently higher than the family average. Performance at level 6 or above in science has varied over the last four years, and has been close to or lower than the family average in three of the last four years.

The performance of pupils who are entitled to free school meals in the core subject indicator varies; however, in general, it has been higher than the family average over the last four years.

The performance of sixth-form pupils has been higher than the family average in the level 3 indicator and the wider average points score in three of the last four years.

Appendix 2

Stakeholder satisfaction report – responses to learner questionnaires

Secondary Survey (All pupils)

Denotes the benchmark – this is the total of all responses to date 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	250	85 34%	161 64%	4 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	3%	1%	
The school deals well with any bullying	250	62 25%	156 62%	31 12%	1 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	2%	
I have someone to talk to if I am worried	250	137 55%	101 40%	10 4%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	53%	8%	1%	
The school teaches me how to keep healthy	250	93 37%	131 52%	24 10%	2 1%	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	250	120 48%	109 44%	21 8%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	2%	
I am doing well at school	250	100 40%	142 57%	7 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	249	106 43%	138 55%	5 2%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	250	72 29%	153 61%	24 10%	1 0%	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	250	137 55%	106 42%	7 3%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	250	30 12%	176 70%	44 18%	0 0%	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	250	108 43%	119 48%	20 8%	3 1%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	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		250	70 28%	153 61%	25 10%	2 1%	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		250	124 50%	125 50%	1 0%	0 0%	Rwy'n cael fy annog i wneud pethau drosod 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		250	102 41%	132 53%	15 6%	1 0%	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		250	123 49%	122 49%	5 2%	0 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		249	127 51%	116 47%	6 2%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		79	27 34%	40 51%	12 15%	0 0%	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		65	24 37%	34 52%	6 9%	1 2%	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 the total of all responses to date since September 2010.

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	113	63	45	4	1	0	Rwy'n fodlon â'r ysgol yn gyffredinol.	
		56%	40%	4%	1%			
My child likes this school.	113	65	46	1	1	0	Mae fy mhlentyn yn hoffi'r ysgol hon.	
		58%	41%	1%	1%			
My child was helped to settle in well when he or she started at the school.	113	87	23	2	1	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.	
		77%	20%	2%	1%			
My child is making good progress at school.	113	63	44	4	2	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.	
		56%	39%	4%	2%			
Pupils behave well in school.	110	31	59	12	1	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.	
		28%	54%	11%	1%			
Teaching is good.	111	55	48	4	0	4	Mae'r addysgu yn dda.	
		50%	43%	4%	0%			
Staff expect my child to work hard and do his or her best.	111	74	31	5	0	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.	
		67%	28%	5%	0%			
The homework that is given builds well on what my child learns in school.	112	47	49	5	2	9	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.	
		42%	44%	4%	2%			
Staff treat all children fairly and with respect.	112	54	47	4	1	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.	
		48%	42%	4%	1%			
My child is encouraged to be healthy and to take regular exercise.	112	54	44	8	0	6	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.	
		48%	39%	7%	0%			
My child is safe at school.	112	57	49	0	1	5	Mae fy mhlentyn yn ddiogel yn yr ysgol.	
		51%	44%	0%	1%			
		41%	52%	3%	1%			

		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	
My child receives appropriate additional support in relation to any particular individual needs'.	105	41 39%	47 45%	3 3%	2 2%	12	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.	
		32%	46%	7%	2%			
I am kept well informed about my child's progress.	111	50 45%	43 39%	12 11%	4 4%	2	Rwy'n cael gwytodaeth gyson am gynnydd fy mhlentyn.	
		34%	50%	11%	2%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	113	59 52%	47 42%	5 4%	2 2%	0	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.	113	40 35%	47 42%	10 9%	3 3%	13	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.	
		27%	51%	10%	2%			
The school helps my child to become more mature and take on responsibility.	113	54 48%	51 45%	4 4%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddoed 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.	105	42 40%	38 36%	6 6%	0 0%	19	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.	
		26%	46%	8%	2%			
There is a good range of activities including trips or visits.	113	60 53%	44 39%	5 4%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		35%	50%	9%	2%			
The school is well run.	111	60 54%	43 39%	2 2%	3 3%	3	Mae'r ysgol yn cael ei rhedeg yn dda.	
		40%	49%	5%	2%			

Appendix 3

The inspection team

Ceri Jones	Reporting Inspector
William Gwyn Thomas	Team Inspector
Huw Collins	Team Inspector
Anne Morris	Team Inspector
David Owen Jenkins	Lay Inspector
Euryn Madoc-Jones	Peer Inspector
Helen Rogers	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.