



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 Tryfan
Lôn Powys
Bangor
Gwynedd
LL57 2TU**

Date of inspection: October 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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 Tryfan is a bilingual secondary school for pupils aged 11-18, situated in Bangor, Gwynedd. It is one of two secondary schools in the city that share the same catchment area of primary schools.

There are 524 pupils on roll, including 86 pupils in the sixth form. About 15% of pupils are entitled to free school meals, which is lower than the national figure of 17.7%. Seventeen per cent of pupils are on the school's additional learning needs register and about 2% have a statement of special educational needs. These figures are also lower than the national figures.

Sixty-four per cent of pupils come from Welsh-speaking homes and a very few pupils are of mixed ethnic backgrounds. There are no pupils who receive help to learn English as an additional language.

The school provides a linguistic immersion scheme for pupils who need to strengthen their skills in Welsh when they transfer from the primary schools. At present, about a third of Year 7 pupils participate in the scheme, and this continues the pattern of significant increase in numbers over recent years.

The school co-operates with other providers to offer a range of joint courses in key stage 4 and in the sixth form as part of the Arfon secondary schools consortium and the local further education college. A high proportion of the school's sixth form pupils follow at least one of their courses with another provider.

The school was last inspected in the summer term of 2007.

The headteacher has been in post since April 2012. The school has a new senior management team, which now includes the headteacher, the deputy headteacher and three assistant headteachers.

The individual school budget per pupil for Ysgol Tryfan in 2013-2014 is £4,317. The maximum per pupil in secondary schools in Gwynedd is £5,249 and the minimum is £4,186. Ysgol Tryfan is in 12th position of the 14 secondary schools in Gwynedd in terms of 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:

- performance in the majority of the main indicators in key stages 3 and 4 is higher than expectations in comparison with the performance of similar schools and considering the levels of free school meals;
- standards of behaviour are high; most pupils have positive attitudes in lessons, and show an interest in their work and perseverance;
- pupils' attendance compares favourably over time with that in similar schools;
- the school provides an appropriate range of options in key stage 4 and the sixth form, and a high proportion of pupils take advantage of the courses that partner providers offer; and
- there is appropriate provision for fostering pupils' awareness of how to keep fit and healthy, and care systems for pupils' wellbeing are a strength at the school.

Prospects for improvement

Prospects for improvement are good because:

- recent restructuring has strengthened the senior management team's capacity and its effect on important aspects of the school's work;
- leadership has resulted in significant improvements in 2013 in several indicators in key stage 4;
- overall, the school's self-evaluation report provides a comprehensive and evaluative picture of aspects of provision and standards of achievement;
- the school development plan identifies appropriate priorities for improvement; and
- the governing body provides an appropriate challenge and contributes effectively to the school's strategic development.

Recommendations

- R1 Improve achievements of the group of pupils who are entitled to free school meals
- R2 Ensure that pupils use their literacy, numeracy and information and communication skills at the appropriate level in their work across the subjects
- R3 Improve the quality of teaching in a minority of lessons
- R4 Ensure that there is a range of effective assessment strategies in place consistently across the subjects to help pupils to improve the quality of their work
- R5 Ensure that arrangements for improving quality lead to clear improvements in the quality of teaching and pupils' achievements, and to setting challenging improvement targets in the departmental development plans

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.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In key stage 4, the school's performance in indicators that include Welsh or English and mathematics have been close to the averages for the family over recent years, placing the school among the higher 50% or the top 25% in comparison with similar schools in terms of entitlement to free school meals. Performance in mathematics and in the indicator that refers to the percentage of pupils who achieve five or more qualifications that correspond to grades D to G at GCSE have been lower than expected over time. However, results that have not been verified for 2013 show a pattern of significant progress on the basis of performance in previous years in this indicator and in a number of other indicators.

No pupils have left full-time compulsory education without at least one qualification over the last five years.

In key stage 3, performance in the core subject indicator has placed the school among the top 25% in three of the last five years. Achievements at the higher levels are good, especially at level 7 or higher.

The achievements of the group of pupils who are entitled to free school meals in the main indicators in key stages 3 and 4 are significantly lower than expected over a period, considering the figures for Wales and the family of similar schools.

In the sixth form, results over time compare favourably in general with the figures for the local authority and Wales.

In lessons, nearly all pupils apply themselves to learning and make productive use of their time. They work successfully in pairs and small groups and show perseverance. Most pupils make appropriate progress against lesson aims.

In most lessons, pupils listen carefully to their teachers and to each other's contributions. They show a willingness to offer responses to questions and take turns when taking part in discussions. In many lessons, pupils' responses show a good level of confidence orally, and the ability to convey their ideas clearly. Many pupils respond in full sentences and make appropriate progress in terms of accuracy of expression and in their use of subject terms. However, in a minority of lessons across the curriculum, pupils do not make enough use of oral skills to reinforce their learning. In key stage 4, pupils of higher ability can give a lengthy oral outline in Welsh when sharing their ideas following group work, and show high levels of eloquence and accuracy in an appropriate register.

Most pupils make appropriate progress in their reading skills in Welsh and English. Many pupils who receive additional support for weak reading skills make significant progress in terms of increasing their reading ages. Pupils use their reading skills effectively as a part of their work in other subjects by searching for information and

presenting it to complete assignments. However, there is unevenness in the progress that pupils of higher ability in particular make in their ability to use a full range of reading skills as part of their work in other subjects.

Pupils make significant progress in developing their writing skills in language lessons, especially in Welsh. They write for a range of purposes and show a sound awareness of the requirements of the various written forms. They can produce pieces that gain interest and present their ideas skilfully. In their work in other subjects, many pupils make appropriate use of subject terms. However, there are too many spelling and punctuation errors in the work of a minority of pupils, and pupils do not make enough use of their extended writing skills in a few subjects.

Pupils develop their understanding of numeracy concepts and terms and use them appropriately to solve problems and interpret patterns in their work across the curriculum. However, pupils do not make consistent use of a full range of numeracy skills in their work in other subjects. Pupils who receive additional support for weak numeracy skills make appropriate progress.

Pupils who receive additional support for additional learning needs make appropriate progress against the personal targets in their individual education plans. However, in mainstream classes, these pupils, in addition to pupils of higher ability, do not achieve as well as they could in a minority of lessons.

Pupils' progress in Welsh is a strength at the school and pupils use translanguaging skills effectively. The increasing numbers of pupils who participate in the immersion provision in Welsh make clear progress.

Wellbeing: Good

Nearly all pupils feel safe at school. Most pupils understand the importance of a healthy way of life, including how to eat and drink healthily. High numbers take part in physical education and sports activities regularly.

Standards of behaviour are high at the school. Pupils are courteous and show respect for their peers, adults and visitors. In their lessons, nearly all pupils have mature attitudes to learning.

Attendance at the school has placed the school either in the higher 50% or the top 25% in four of the last five years in comparison with schools that have similar levels of free school meals. Over the last five years, the school's levels of permanent exclusions and temporary exclusions have been low.

The school council contributes purposefully to decisions on a number of aspects of school life. The council discusses issues for improving the school environment and has acted on the basis of the decisions. In addition, the council contributes to improvements in terms of pupils' health and wellbeing, including redrafting the bullying policy in order to ensure appropriate phraseology for their fellow pupils and ownership of the policy. The council has made a beneficial contribution to producing the school's teaching policy. In a minority of subjects, pupils' opinions have contributed directly to implementing curricular changes.

Pupils at the school make a valuable contribution to their community through various voluntary, cultural and sports activities, and make considerable contributions to local and national charities. They foster the necessary skills that they need to move into the world of work successfully.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide and balanced curriculum. In key stage 4 and in the sixth form, the comprehensive array of general and vocational courses allows pupils to gain a range of qualifications at different levels. The school has introduced the Welsh Baccalaureate qualification effectively in key stage 4 to all pupils, and this has enabled a considerable percentage of pupils to gain a qualification for the first time in summer 2013, many of them at the intermediate level.

The school provides a wide range of valuable extra-curricular activities for pupils, especially in physical education and music. 'Clwb C', which is led by sixth form pupils, is an initiative that promotes the school's youngest pupils' social use of the Welsh language successfully.

The school plans effectively for ensuring that there are suitable opportunities for pupils to develop their skills in key stage 4 and the sixth form. Recently, a number of new strategies were introduced in order to improve literacy skills in key stage 3, in line with the requirements of the national skills framework. However, planning for skills is not detailed enough to ensure that pupils develop a full range of literacy skills, and especially number and information and communication technology skills, consistently and at an appropriate level in their work across the subjects.

The school has appropriate arrangements for identifying pupils who have weak language and numeracy skills, and ensures effective additional support for them.

The school fosters high levels of awareness of Welshness and positive attitudes to the Welsh language among its pupils. The success of the linguistic immersion scheme for the increasing number of pupils who need to strengthen their skills in Welsh when they transfer from the primary schools is a significant strength.

Projects such as 'Tegfan Tryfan', the gold award for green schools and various other community activities contribute appropriately to pupils' understanding of the environment and sustainable development. Provision for fostering understanding of global citizenship has not been developed to the same extent.

Teaching: Adequate

In almost all lessons, teachers ensure an appropriate learning environment. Many teachers plan an appropriate sequence of learning activities, which maintain pupils' interest and motivation. However, there is unevenness in terms of meeting the needs of pupils of different abilities in lessons and in the use of a full range of assessment strategies.

Teachers explain tasks clearly and circulate appropriately in order to provide support when pupils are working independently or in groups. Effective interaction between teachers and pupils is a consistent feature in lessons, and there are regular opportunities for pupils to work in pairs and small groups.

In many lessons, teachers ask appropriate questions of pupils, which helps them to understand the work and make progress. In the few lessons where teaching is excellent, teachers have high expectations and clear strategies that enable pupils to use and develop more challenging oral skills. However, in a minority of lessons, there are not enough opportunities for pupils to use and practise their oral skills to respond at greater length and ensure better understanding of the work. In addition, in a minority of lessons, teachers do not make enough use of the information about the specific needs of groups of pupils in order to plan different tasks to enable them to make full progress at the appropriate level.

The school has developed an effective system for tracking pupils' progress. All pupils' standards of attainment are tracked against personal targets, with effective intervention to give additional support to individuals and specific groups. The school also monitors its pupils' performance carefully against national indicators.

Many teachers give beneficial oral feedback to pupils in lessons in order to help their understanding of the work. When marking, a minority of teachers make probing comments on pupils' work, which helps them to understand what they need to do to improve. However, there is too much variation in terms of the detail of advice that teachers give and in terms of pupils revisiting marked work to improve the accuracy and quality of the content. Opportunities for pupils to assess their own work and that of their peers effectively across subjects are inconsistent.

Reports to parents on their children's progress include useful comments and clear targets on how to improve in the majority of subjects.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing very successfully through the curriculum, extra-curricular activities and the personal and social education programme.

Pupils' participation in extra-curricular activities and the healthy schools awards promote healthy living and the benefits of a healthy diet. The school has taken appropriate steps to meet the new requirements for healthy eating and drinking.

The school operates an effective system of graded responses to pupils who have attendance patterns that are a cause for concern. The school's arrangements in relation to pupils who are relocated from other schools because of behavioural problems are extremely effective. The school also has effective anti-bullying systems, which include a valuable contribution from the pupils themselves.

The school provides appropriate opportunities for pupils to reflect on spiritual, moral and social issues, following school assemblies and in reflection sessions.

At the time of choosing courses for key stage 4 and the sixth form, pupils receive appropriate advice which helps them to make suitable choices. The school is very successful in ensuring that pupils take full advantage of courses that are offered by other providers in order to fulfil their aspirations.

The school has appropriate systems for identifying pupils who have additional learning needs quickly. Individual education plans set suitable targets and they are reviewed regularly, and there is effective communication with parents. Pupils who have additional learning needs receive appropriate support from specialist teachers and learning assistants.

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

Learning environment: Good

The school is an inclusive community that enables pupils to participate fully in its life and work and foster positive values and approaches. Provision in the 'Hafan' makes a significant contribution to ensure that all pupils at the school achieve their potential, whatever their individual needs. Pupils play an active part in terms of ensuring equality and equal opportunities for all, and older pupils contribute in a practical way to the learning environment through their responsibilities for younger pupils' wellbeing.

The buildings provide an appropriate environment for learning and the school has invested recently in improving the physical environment. Displays of pupils' successes, work and experiences in the classrooms and in the school corridors contribute appropriately to the learning environment. The facilities in the changing rooms and toilets are of an acceptable standard. The school's buildings and grounds are maintained appropriately.

There are appropriate supplies of resources and equipment for learning.

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

The headteacher leads the school effectively and has set clear priorities for developing the school and raising standards. The effect of the leadership can be seen clearly in the obvious improvement in provision and standards in a comparatively short period of time, especially in several performance indicators in key stage 4. The new senior management team operates effectively and conveys high expectations to their colleagues successfully. Leaders give due attention to local and national priorities when acting to ensure improvements, especially in the areas of literacy and the 14-19 curriculum.

The school's administrative and management systems are effective and orderly procedures guide its life and work. Teachers' job descriptions are relevant to their responsibilities and they are updated as necessary, in response to the school's new priorities. Staff understand and act on their responsibilities effectively.

There is a comprehensive whole-school programme of teachers' and managers' meetings to discuss their work during the school year. Issues that are discussed by the senior management team feed into the discussions of middle managers and other teachers appropriately. Across the school, managers make effective use of data to analyse pupils' performance and achievements.

The school has effective arrangements for ensuring middle managers' accountability and the work of subject departments. A formal agenda and records for the regular meetings between the link managers and their departments ensure consistency in the issues that are discussed, with a clear focus on improving quality and outcomes. This leads appropriately to identifying agreed action points and suitable arrangements for reviewing progress to address the issues.

Governors have a thorough knowledge of the school's performance in terms of results and performance indicators and they support and challenge the school effectively. The governing body sets high expectations and gives a strong direction to the school's work.

Improving quality: Adequate

The school uses a range of appropriate sources to collect information for self-evaluation and planning for improvement. Self-evaluation processes are a central part of the school's life and work and the whole-school self-evaluation report is a probing document that includes a fair evaluation of a number of aspects of its work. However, there is more variation in the quality of teaching and assessment than that identified by the school in its self-evaluation. Evaluations of the quality of teaching in a minority of departmental self-evaluation reports are too generous.

The school's self-evaluation report is based on a good range of evidence, including data analysis, documents such as policies and curricular schemes of work, pupils' response to questionnaires and records of lesson observations. The comprehensive programme of lesson observations focuses clearly on pupils' standards, quality of teaching and assessment. However, managers do not give enough consideration to pupils' progress in lessons as a means of measuring how effective teaching is. The school makes appropriate use of the views of the school council, class representatives and various questionnaires in order to discover pupils' opinions. However, there is no regular use of questionnaires in order to discover parents' opinions.

The school's self-evaluation schedule sets specific periods for the senior management team and heads of department to examine samples of pupils' books. Departments receive useful reports that derive from this activity from the senior management team. A minority of departments conduct regular examinations of pupils' books. However, arrangements for scrutinising work are not thorough and regular enough across the school and do not contribute enough towards the work of setting priorities for improvement.

There is an appropriate link between the whole-school self-evaluation report and the school development plan. The school development plan identifies appropriate

priorities, including the comparative underachievement of pupils who receive free school meals, with a clear focus on raising standards.

A minority of departmental development plans identify appropriate action points within specific time limits on a range of improvement issues. However, the majority do not pay enough attention to important issues that are linked to whole-school priorities. On the whole, departmental development plans do not make enough use of quantitative targets to enable managers to measure the effect of the action on pupils' standards and progress.

Partnership working: Good

The school co-operates very effectively in partnership with other educational providers, including secondary schools in the area and the local college. Through the 'Arfon partnership group', the school plans strategically to expand provision effectively. Arrangements for joint timetabling mean that significant numbers of learners take advantage of Welsh-medium vocational options. In the sixth form, nearly 60% of pupils have chosen to follow at least one course at another provider.

There is effective co-operation with partner primary schools in order to facilitate the transition period to Year 7 and to plan linguistic immersion provision in key stage 3. The school also works closely with partner primary schools in order to moderate teachers' assessments jointly.

The school has established effective partnerships successfully with employers, other agencies and relevant organisations in the community who support the school's work. This enriches pupils' learning experiences and gives them effective opportunities to develop their confidence, knowledge of the community and vocational issues.

The school maintains a close and productive relationship with parents by ensuring regular and clear communication. A programme of regular meetings is arranged in order to ensure co-operation with parents, and a good number of parents attend them.

Resource management: Good

The school has appropriate arrangements for managing staff performance, including staff who are not teachers, which relate appropriately to the school's priorities. Teachers have received useful internal training on teaching strategies and beneficial initial guidance in ensuring consistency in skills development. However, staff development arrangements have not provided enough opportunities for teachers to take advantage of links with other schools to exchange ideas or to benefit from sharing good practice.

The school uses resources effectively in order to ensure that priorities in the school development plan are implemented. The headteacher, with the support of the administrative officer, plans expenditure effectively and ensures that enough funding is available to fund the objectives of improvement plans. The governing body's finance panel monitors the school's expenditure regularly.

The curriculum is staffed suitably. As a result of the 14-19 partnerships with other providers, the wide curriculum in key stage 4 and the sixth form is cost-effective. The school has responded appropriately to the local authority's recommendations, following the audit of the main areas of expenditure and income. In addition, the school has recently and appropriately addressed under-expenditure in the previous years' budget.

The school provides good value for money.

Appendix 1

Commentary on performance data

In key stage 3, the school's performance in the core subject indicator is consistently higher than the averages for the family and Wales, and significantly higher than expectations. Achievements at the expected level are close to or higher than the family average in the individual core subjects. However, the percentage of pupils achieving the expected level in writing in English has been lower over time than the average for the family, except in 2013.

Pupils' achievements at level 6 or higher in the core subjects have been generally close to or higher than the averages for the family over recent years. At level 7 or higher, performance overall has been significantly higher than the family and Wales averages over a period of time.

In comparison with similar schools in terms of levels of entitlement to free school meals, the school's performance in the core subject indicator has placed it among the top 25% in three of the last five years. In the core subjects individually, performance overall has placed it in the higher 50%. In the other subjects, performance over time has often placed it either in the higher 50% or the top 25%.

There is no final verified data for key stage 4 in 2013. In key stage 4, the percentage of pupils who attain the level 2 threshold, including Welsh or English and mathematics, along with the core subject indicator, has been higher than the averages for Wales and close to or higher than the figures for the family over time and higher than expectations. There has been a similar pattern at the level 2 threshold. Achievements at the level 1 threshold have been lower overall than the average figures for the family and Wales over the last four years. The average capped points score is slightly lower than the family figure and lower than expectations, considering levels of free school meals and achievements at the end of previous key stages.

The percentage of pupils who have reached the level 2 threshold overall is close to or higher than the figures for the family in English and science and especially in Welsh, but lower overall than the figures for the family in mathematics.

In comparison with similar schools in terms of levels of entitlement to free school meals, the school's performance over time in key stage 4 has placed it in the higher 50% or the top 25% in the main performance indicators. Performance at the level 1 threshold has placed it among the bottom 25% in three of the last four years. Achievements at the level 2 threshold in mathematics have placed it in the lower 50% in three of the last four years.

The unverified results for 2013 show a pattern of significant progress on the basis of the performance of previous years in a number of indicators, including the level 1 threshold.

Over recent years, the achievements of the group of pupils who are entitled to free school meals have been significantly lower than those of the remainder of the cohort in the core subject indicator in key stage 3 and in the main indicators in key stage 4.

There is no significant gap between achievements of boys and girls.

In the sixth form, the percentage of pupils who attained the level 3 threshold in 2012 was similar to the average for Wales and the local authority. Pupils' average points score was lower than the figures for Wales and the local authority in 2012, but compared favourably over a period of three years.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary Survey (All Pupils)

Designating 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	133	104 78%	26 20%	2 2%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		42%	53%	4%	1%	
The school deals well with any bullying	133	57 43%	63 47%	11 8%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	58%	14%	3%	
I have someone to talk to if I am worried	133	81 61%	48 36%	3 2%	1 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		37%	53%	8%	1%	
The school teaches me how to keep healthy	133	45 34%	83 62%	4 3%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	133	78 59%	49 37%	6 5%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	1%	
I am doing well at school	133	70 53%	61 46%	2 2%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		31%	63%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	133	86 65%	46 35%	1 1%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	56%	6%	1%	
My homework helps me to understand and improve my work in school	133	54 41%	64 48%	12 9%	3 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	133	75 56%	54 41%	4 3%	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	133	18 14%	104 78%	10 8%	1 1%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	28%	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	133	74 56%	50 38%	7 5%	2 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	51%	17%	5%	
The school listens to our views and makes changes we suggest	133	43 32%	77 58%	12 9%	1 1%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		15%	54%	26%	5%	
I am encouraged to do things for myself and to take on responsibility	133	87 65%	42 32%	4 3%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		33%	61%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	133	82 62%	48 36%	3 2%	0 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%	55%	8%	1%	
The staff respect me and my background	133	99 74%	31 23%	3 2%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		36%	54%	8%	2%	
The school helps me to understand and respect people from other backgrounds	131	84 64%	45 34%	1 1%	1 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		35%	57%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	49	26 53%	20 41%	2 4%	1 2%	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	25	11 44%	10 40%	3 12%	1 4%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		27%	50%	16%	7%	

Responses to parent questionnaires

Designating 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.	78	36 46% 43%	33 42% 51%	6 8% 4%	2 3% 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	79	50 63% 46%	27 34% 48%	1 1% 4%	1 1% 1%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	79	44 56% 49%	31 39% 45%	1 1% 3%	2 3% 1%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	78	36 46% 44%	32 41% 48%	6 8% 4%	2 3% 1%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	78	24 31% 21%	38 49% 55%	8 10% 11%	1 1% 3%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	77	18 23% 33%	45 58% 58%	12 16% 4%	2 3% 1%	0	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	79	38 48% 50%	32 41% 46%	7 9% 2%	2 3% 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	79	27 34% 31%	34 43% 54%	11 14% 8%	5 6% 2%	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.
Staff treat all children fairly and with respect.	78	28 36% 32%	38 49% 49%	5 6% 9%	1 1% 2%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	78	30 38% 33%	36 46% 54%	6 8% 7%	0 0% 1%	6	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	79	39 49% 40%	40 51% 53%	0 0% 3%	0 0% 1%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	72	22 31% 31%	28 39% 47%	4 6% 7%	2 3% 2%	16	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddlim yn gwybod	
I am kept well informed about my child's progress.	76	26 34%	35 46%	9 12%	3 4%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	78	38 49%	26 33%	9 12%	3 4%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	49%	6%	2%		
I understand the school's procedure for dealing with complaints.	77	31 40%	33 43%	5 6%	1 1%	7	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.	78	29 37%	40 51%	2 3%	2 3%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	54%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	76	18 24%	28 37%	6 8%	3 4%	21	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	47%	8%	2%		
There is a good range of activities including trips or visits.	78	25 32%	46 59%	3 4%	3 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	78	32 41%	30 38%	5 6%	3 4%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Iolo Dafydd	Reporting Inspector
Ray Owen	Team Inspector
Gareth Wyn Jones	Team Inspector
Simon Davies	Team Inspector
Glenda Jones	Lay Inspector
Michael Davies	Peer Inspector
Gwyn Tudur	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.