



Report on

**Ysgol Y Gader
Dolgellau
Gwynedd
LL40 1HY**

Date of inspection: March 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 08/05/2015

Context

Ysgol y Gader is a naturally bilingual community comprehensive school for pupils aged between 11 and 16 years, which is maintained by Gwynedd local authority. It has 382 pupils.

The majority of pupils come from the town and from the nearby villages or rural area. Ten point nine per cent (10.9%) of pupils are eligible for free school meals, which is lower than the national percentage of 17.5%. No pupils live in areas that are among the 20% most underprivileged in Wales. Three pupils are receiving support to learn English as an additional language. The school admits pupils from the full ability range. Three point four per cent (3.4%) of pupils have a statement of special educational needs. In addition, 26.3% of pupils are on the school's additional learning needs register. These figures are higher than the national percentages. 'Tŷ Meirion', a unit for pupils who have profound and complex needs and disabilities, is part of the school site.

Twenty-nine per cent of pupils come from homes in which Welsh is the main language and the remainder come from homes where English is spoken. Ninety-four per cent of pupils are able to speak Welsh to first language standard and all pupils who took Welsh as a first language in the primary school continue to do so.

The senior leadership team includes a headteacher in charge, a deputy headteacher and an assistant headteacher. Since May 2014, the headteacher of a local school has been in post as a strategic headteacher.

The individual school budget per pupil for Ysgol Y Gader in 2014-2015 is £5,070. The maximum per pupil in secondary schools in Gwynedd is £5,517 and the minimum is £4,066. Ysgol Y Gader is in fifth place of the 14 secondary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

The school is adequate because:

- There is a trend of improvement in performance in key stage 3 and key stage 4
- In about half of the lessons, pupils make good progress in developing their knowledge, understanding and new skills
- In three of the last four years, pupils' attendance levels have compared well with the levels at similar schools
- The school provides a beneficial range of extra-curricular activities

However:

- Staff absences in a few subjects have had a detrimental effect on the development of the knowledge, understanding and skills of a minority of pupils
- Provision for skills has not been developed consistently enough
- The school does not plan and co-ordinate provision for more able and talented pupils effectively enough
- The school does not have a robust strategy to improve the quality of teaching
- Curricular organisation and experiences in lessons do not ensure purposeful enough linguistic progression
- The school's anti-bullying procedures are not effective enough

Prospects for improvement

The school's prospects for improvement are adequate because:

- The strategic headteacher provides effective leadership and has worked robustly in a short period of time to challenge underperformance
- The senior management team work enthusiastically as a team although they have too many teaching responsibilities
- Senior managers' use of data is developing appropriately
- Communication between senior managers and middle managers has improved significantly since September 2014
- In September 2014, the school reintroduced a performance management system after two years without one
- During the last year, the school has strengthened its self-evaluation and planning for improvement systems
- Since September 2014, governors challenge underperformance more effectively

However:

- Leaders have not observed teaching staff as part of the performance

management process during recent years

- Recent improvements to the self-evaluation processes have not had enough time to have an influence on ensuring consistency in the quality of provision, especially the quality of teaching and provision for skills
- The role of middle managers in the performance management process has not developed fully
- The school's arrangements for staff's professional development are not sufficiently comprehensive

Recommendations

R1 Raise standards in key stage 4, including improving pupils' numeracy, literacy and information and communication technology skills

R2 Strengthen provision for skills and ensure robust linguistic progression for pupils

R3 Strengthen anti-bullying procedures and ensure that pupils play a full role in school life

R4 Improve the quality of teaching and strengthen the quality of associated professional development

R5 Strengthen the quality of leadership at all levels and ensure that middle managers play a full role in guaranteeing the quality of their departments

What happens next?

In line with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Since 2011, performance in key stage 4 has shown a trend of improvement in each one of the indicators. The strongest performance was seen in 2012 and 2014. In 2014, performance in the majority of indicators places the school among the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. In general, pupils achieve well in the main indicators during their time at the school. However, only in about half of lessons do pupils make consistently good progress.

In 2014, performance in the indicator that includes five GCSEs at grades A*-C, including Welsh or English and mathematics, has increased in comparison with the performance in 2013. In three of the last four years, performance has placed the school among the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. However, only in 2014 has it been higher than the average for the family.

Over the last four years, performance at the level 2 threshold has improved a little but there is no clear pattern of improvement. During the last two years, performance has placed the school among the bottom 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals and has been lower than the average for the family.

In 2014, good progress was seen in the proportion of pupils who gain grades A*-C in English or Welsh, mathematics and science combined, after three years of stable performance. Since 2011, performance has placed the school among the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. However, except in 2014, performance has been lower than the average for the family.

After Year 11, all pupils at the school remain in full-time education, employment or training.

In key stage 3, performance in the core subject indicator and the core subjects individually at level 5 or higher shows a clear trend of improvement. Performance at level 6 or higher and level 7 or higher shows a more stable picture.

In key stage 4, there is a gap between the performance of boys and girls in many indicators. However, in a minority of indicators, although there is a significant gap between the performance of boys and girls, both groups of pupils perform better than their peers in similar schools.

The number of pupils who are eligible for free school meals is comparatively small and varies from year to year.

In key stage 3, the achievement of pupils who are eligible for free school meals shows a trend of improvement, especially during the last two years. However, in key stage 4, the picture has been more varied. The best achievement is seen in English but performance in the other core subjects has not been as good.

In about half of lessons, pupils make good progress. However, there is too much variation in the progress that pupils make and staff absences in a few subjects have had a negative effect on the development of the knowledge, understanding and skills of a minority of pupils.

Many pupils co-operate effectively in pairs. The majority present their ideas in a mature and sensible manner during groups or class discussions. Pupils speak confidently within small groups and support each other well. A majority of pupils are willing to contribute orally during lessons but only a minority provide extended answers. Except in Welsh lessons, many pupils tend to answer in English, even if the lesson is being taught through the medium of Welsh. In the few cases when pupils answer in Welsh, they speak correctly but tend to communicate quietly and lack confidence. The majority of pupils have a comprehensive subject vocabulary.

The writing skills in Welsh of the majority of pupils are robust. They write for a range of various purposes and audiences and are able to juxtapose information appropriately. They write accurately and apply mutation and punctuation rules correctly. However, across the subjects, the majority of pupils choose to write in English rather than practising and developing their writing skills in Welsh fully. The majority of pupils are able to arrive at logical conclusions and interpret text effectively. If help is needed with their spelling, pupils are confident in using dictionaries to check and correct errors. They are able to order their work logically in paragraphs. However, a minority of pupils misuse capital letters and make mutation errors in Welsh.

A majority of pupils have spelling errors in their English work. Many apply English grammatical rules appropriately. However, a significant minority have difficulty using capital letters correctly.

The work of a few pupils is untidy or incomplete.

Many pupils read confidently, with appropriate expression in Welsh and English. However, a few pupils are hesitant when reading in Welsh. A majority of pupils are able to glean information effectively and are able to evaluate or summarise information successfully and quickly. Pupils enjoy and benefit from using up-to-date information technology equipment to research and collect information, but this is not consistent practice across a wide range of subjects.

Pupils practise a wide range of information and communication technology (ICT) skills in a very few subjects. However, pupils do not practise a wide enough range of ICT skills often enough across a wide range of subjects. Although they are able to research, collect information confidently and produce PowerPoint presentations, they do not practise higher ICT skills regularly.

Only in a few subjects do pupils practise an appropriate range of number skills successfully. They are able to estimate the area of shapes, use formulae, calculate percentages and produce complex graphs. Pupils are confident when measuring simple data. However, in a few cases, there are errors in the way in which pupils produce and label graph axes.

A minority of pupils do not gain essential skills qualifications at a level that corresponds to their ability.

Wellbeing: Adequate

Most pupils feel safe at school. A majority of pupils feel that the school deals effectively with cases of bullying. Many feel that there are enough opportunities to take part in sports activities. A minority attend these activities regularly, such as girls' rugby clubs, badminton, mountain biking and climbing.

After three years of placing the school among the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals, in 2013-2014, attendance levels placed the school in the lower 50% of similar schools and were lower than expected. Unverified data that compares this year's attendance with the same period last year shows good progress. Unauthorised absences are low. There is an upward trend in the attendance of pupils who are eligible for free school meals.

During the inspection week, many pupils' behaviour was good. However, about half the pupils do not feel that behaviour is good at the school. During the last three years, the school has not excluded a pupil.

The school council is developing its role suitably. Members meet on a weekly basis and discuss issues such as the quality of food in the canteen and raising money for local charities. Although they have had input into adapting the anti-bullying procedures, they do not play a regular role in evaluation and producing policies. Very recently, the council has begun the process of identifying the qualities of effective teaching and learning. The school's head pupils lead the school council and they write a report to the school's governors every term. However, their role as pupil governors has not developed fully.

Many pupils develop appropriate social skills and life skills.

Key Question 2: How good is provision?	Adequate
---	-----------------

Learning experiences: Unsatisfactory

The school curriculum meets the statutory requirements of both key stages appropriately. The school provides a suitable range of general and vocational options. There is a beneficial range of extra-curricular activities such as sports activities, educational trips and theatre trips.

Provision for more able and talented pupils has been strengthened recently. However, the school does not plan and co-ordinate effectively enough to ensure appropriate consistency and challenge for these pupils.

The school has acted suitably during the last year to improve provision for literacy. However, there is too much inconsistency in provision across the curriculum. The school introduces intervention programmes in order to give appropriate support to pupils who have weak literacy skills. However, work to promote numeracy and ICT has not been developed sufficiently. There is no additional intervention for pupils who have weak numeracy skills and only in a few appropriate subjects do pupils practise a wide range of higher numeracy skills. In general, plans to develop skills have not been implemented thoroughly enough across the curriculum.

Beneficial attention is given to developing the Cwricwlwm Cymreig through schemes of work, an activities week and the morning assemblies. This enables pupils to have a deeper understanding of their community, their area and their country. The school has a suitable language scheme to promote the use of Welsh inside and outside the classroom. However, curricular organisation and experiences in lessons do not ensure purposeful enough linguistic progression for pupils who have followed primary education through the medium of Welsh.

The school has introduced a few activities to act sustainably, for example recycling paper. They have a valuable link with a school in Alzeg, Germany. However, provision for sustainable education and development and global citizenship is limited.

Teaching: Adequate

In general, many teachers possess good subject knowledge and are familiar with recent developments in their field. These teachers have an effective working relationship with pupils and manage behaviour well. They share the lesson aims clearly and these link suitably with previous learning. The majority of teachers ensure a suitable focus on developing pupils' subject vocabulary and provide consistent oral feedback. However, staff absences across a number of subjects have had a detrimental effect on the progression and experiences of a minority of pupils during the last year.

In about half the lessons, teachers arrange a stimulating introduction to hold pupils' imagination. There is a suitable pace to the lessons and specific time limits to complete tasks effectively. In these lessons, there is a beneficial range of resources in order to gain pupils' interest successfully. The teacher's questioning probes pupils' understanding skilfully and rigorously in order to extend their knowledge and understanding further.

In about half the lessons, teaching is not successful enough. In a minority of lessons, teachers do not consider the needs of individual pupils sufficiently. As a result, activities are either too complex or provide insufficient challenge. In a minority of cases, the nature of tasks is monotonous and the pace of the lesson is too slow. Teachers do not ensure that all pupils understand the work or have developed a suitable understanding before moving on to the next task. In a few lessons, teachers do not provide enough opportunities for pupils to work independently and to develop their thinking skills fully.

Many teachers' marking is up-to-date and provides useful feedback for pupils on how to improve their work. In a minority of subjects, pupils are included in the

assessment process through purposeful and regular self-assessment and peer assessment activities. In a minority of cases, pupils respond positively to teachers' feedback by refining aspects of their work as a result of this guidance.

The school collects a suitable range of information about pupils' progress and attainment four times a year in key stage 3, six times in Year 10 and five times in Year 11. The progress-tracking system is an effective tool, which is used suitably by senior managers to monitor standards, progress and effort. The role of middle managers and heads of year in tracking progress has developed suitably recently. The school pays particular attention to borderline pupils at C/D GCSE but managers do not focus regularly enough on tracking the progress of more able and talented pupils.

On the whole, reports to parents are suitable; however, the content of a minority of them is too superficial.

Care, support and guidance: Adequate

The school has appropriate arrangements to promote pupils' spiritual, moral, cultural and social development. However, a minority of class tutors do not ensure that collective worship takes place regularly in the morning registration sessions. The school provides a range of valuable opportunities to promote pupils' health and wellbeing, including eating and drinking healthily, through the wide range of extra-curricular activities. The school plans appropriately to deliver a personal and social education programme through the subjects and the use of speakers from external agencies.

The school has an appropriate behaviour policy that is implemented suitably by many teachers. The school's staff monitor and promote attendance appropriately. The school's policies for safeguarding pupils meet statutory requirements. However, the school does not deal with cases of bullying effectively enough and procedures are inconsistent.

The school co-operates effectively with a range of external agencies to ensure that specific pupils receive appropriate support. Heads of year, a nurse and the school counsellor provide valuable support and guidance to pupils when needed.

The school provides suitable support for pupils who have additional learning needs. The 'Tŷ Meirion' centre provides particularly good support and assistance for pupils who have profound needs. A strength of the provision is the way in which learning assistants co-operate with teachers to ensure that pupils with specific needs make suitable progress against their targets. The inclusion co-ordinator reviews the individual education plans regularly with appropriate input from parents and pupils. These plans include useful targets and strategies that are implemented appropriately by the majority of teachers.

Learning environment: Adequate

Ysgol y Gader is a homely school, which provides equal opportunity and access to all pupils. The school has worked successfully to ensure that pupils who have

disabilities are included fully in school life. A feature of this is the effective co-operation with pupils and staff at the 'Tŷ Meirion' centre. A clear emphasis is placed on recognising, respecting and celebrating diversity. The school operates positively to prevent any stereotyping. However, a minority of pupils and parents are of the opinion that staff do not treat all pupils fairly and with respect.

In general, the school has appropriate resources for teaching the curriculum. However, a minority of the ICT hardware is not up-to-date. The school has an annual programme to improve buildings and during the last three years, several parts of the school have been upgraded. There are attractive displays of pupils' work along the corridors. The quality of the toilets is appropriate. The school site is neat and tidy.

Key Question 3: How good are leadership and management?	Adequate
--	-----------------

Leadership: Adequate

During the last 18 months, the school has faced an unstable period, which has led to some changes in staffing. During this period, the senior management team has shouldered additional teaching responsibilities in English, mathematics and science in order to reduce the effect of this instability on Year 11 pupils. In the short term, the arrangements have safeguarded standards in key stage 4 but have led to an excessive work load among the senior management team. As a result, they do not have enough time to prioritise each one of their strategic responsibilities.

A strategic headteacher was appointed to the school in May 2014, who is a headteacher at another secondary school within the local authority. In a short period, the strategic headteacher has set a clear direction for the school by strengthening structures, accountability and raising expectations among the staff. There is now an open culture in which communication levels have improved significantly. The senior management team was strengthened in September 2014 with the appointment of an acting assistant headteacher. The headteacher in charge, the deputy headteacher and a new assistant headteacher lead the school robustly from day to day. The quality of their leadership has developed considerably recently under the effective leadership of the strategic headteacher.

Since the appointment of the strategic headteacher, the school has benefited from the specific specialisms of other members of the senior team in relation to financial management, personnel and curricular planning. The strategic headteacher has responded positively to staffing issues.

Recently, the school has introduced a number of appropriate strategies to reduce the variation in the quality of middle management and to strengthen lines of accountability. Since September 2014, all members of staff have had suitable job descriptions. As a result of input from the strategic headteacher and the support of the senior team, staff knowledge and awareness of their role and systems is developing suitably. All members of the senior team act as link members to curricular areas and they provide suitable support to their departments.

Since September 2014, there is a calendar of suitable meetings at all levels in order to ensure more consistency and accountability. The agenda for middle managers'

meetings includes an appropriate range of issues, for example evaluating standards, discussing the outcomes of scrutinising work and tracking pupils' progress. Minutes of the meetings identify appropriate follow-up action and responsibilities for implementing them adequately.

In September 2014, the school reintroduced a performance management system after two years without one. However, leaders have not observed staff as a part of this process. Targets are based on the school's priorities, but most staff members' targets are not challenging enough.

Senior managers' use of data is developing appropriately and during recent months, middle leaders have made more incisive use of data to monitor and evaluate standards.

The governing body is fully aware of the level of challenge that faces the school and of the aspects that need to be prioritised. Governors monitor progress suitably towards those improvements through the medium of a strong scrutiny sub-group that meets regularly. This strategic group has evaluated the results of monitoring books in several departments thoroughly, and has also challenged the findings effectively. Recently, governors have significantly developed in their role of acting as a critical friend and of holding the senior team to account appropriately. However, they are not effective enough in holding other leaders to account about the standards and quality that are delivered.

The school is beginning to respond suitably to national priorities.

Improving quality: Unsatisfactory

During the last year, the school has strengthened its self-evaluation and planning for improvement systems after a period of losing focus on this approach. However, recent improvements to these processes have not had enough time to influence important aspects such as the quality of teaching, planning to develop skills or ensuring pupils' linguistic progression.

Since September 2014, the senior management team has gleaned appropriate direct evidence by scrutinising pupils' books, observing most teachers and canvassing the opinion of parents and pupils. As a result, the senior management team is developing an appropriate awareness of the quality of teaching and pupils' progress in lessons. Departmental leaders evaluate the quality of marking in their departments thoroughly. However, most of them have not observed members of their departments teaching. As a result, they do not have a comprehensive picture of the strengths and areas to be improved in this important aspect.

The whole-school self-evaluation report includes an appropriate analysis of performance data. However, leaders do not use the whole range of data when evaluating achievement or setting targets. Overall, the report provides honest and accurate evaluations of the school's work. However, a few observations are too superficial and they do not balance different aspects. As a result, the amount and significance of good practice is not clear nor the areas to be improved.

Although the whole-school development plan was produced before the whole-school self-evaluation report, it includes appropriate priorities for improvement and suitable arrangements to achieve the majority of aims. However, a minority of the actions are not thorough or clear enough to ensure that the aims are achieved. The plan refers to monitoring activities, but there are no specific times earmarked in order to track progress against the priorities. The plan refers appropriately to improving performance in many important areas.

The departmental self-evaluation reports include a detailed analysis of performance data and feedback from examination boards. However, they do not include the whole range of data that is available in order to evaluate pupils' progress or set departmental targets. Reports include detailed evaluations of the quality of teachers' assessment but they do not refer to pupils' progress in their lessons.

There is an appropriate link between departmental improvement plans and the school's priorities and there are appropriate arrangements to satisfy these. However, the departmental plans do not include activities that respond specifically enough to many of the areas to be improved that were identified in the self-evaluation reports.

Partnership working: Adequate

The school co-operates appropriately with an appropriate range of partners.

The school has beneficial links with the primary schools which are promoted through a programme of visits by pupils from the primary schools. A transition scheme has been amended appropriately recently for 2015-2017, after a period of activities that focussed mainly on wellbeing. These recent improvements have strengthened the focus on developing curricular links. However, to date, curricular transition has been inadequate and, in a minority of cases, the curriculum in key stage 3 does not build well enough on pupils' experiences before coming to the school.

There is beneficial co-operation with other secondary schools and a local college. This has enhanced the curricular provision in key stage 4 and had an appropriate effect on pupils' standards and attitudes. The partnership's quality assurance arrangements are appropriate.

The work of the parents' association has been successful in holding fund-raising activities for the school. Links with parents have improved during the year. A suitable range of methods is used to communicate clearly and regularly with parents. However, although parents' attendance at parents' evenings has increased, a significant minority of parents do not attend meetings regularly.

Resource management: Adequate

The school is staffed appropriately to teach much of the curriculum. The new staffing structure allows the school to respond better to curricular and management needs and has ensured that a higher proportion of lessons is taught by subject specialists. Classroom assistants provide good quality support. However, the performance management procedures do not include assistants.

The strategic headteacher has planned carefully to ensure that the financial deficit is removed. Through his expertise and leadership, the school manages its budget effectively. The senior management team receives valuable training on financial management.

The school's arrangements for staff professional development are not comprehensive enough. The school's leaders are members of the forum group that meets appropriately in order to respond to national priorities. The school has a few suitable professional working parties. However, they do not focus thoroughly enough on improving the quality of teaching, developing pupils' skills and ensuring appropriate linguistic progression for pupils.

The school administers its pupil deprivation grant appropriately. The numbers of pupils who are eligible for free school meals are comparatively small and vary considerably from year to year. The steps that were agreed upon have improved the performance of disadvantaged pupils in key stage 3. However, over time, the steps have not improved performance in half the indicators, including those linked to mathematics in key stage 4. Overall, the grant has been used beneficially to improve their attendance.

As a result of the adequate outcomes for pupils, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In key stage 3, performance in the core subject indicator has improved considerably during recent years. However, performance in the last four years has been lower than the family average and only in 2014 does it place the school among the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance in 2014 is close to that expected, considering the percentage of pupils who are eligible for free school meals.

Performance in each one of the core subjects individually has improved during recent years. However, only in 2014 has performance at level 5 or higher been higher than the average for the family. In 2014, for the first time, the school is among the top 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance at level 6 or higher shows a trend of improvement but it has been consistently lower than the average for the family and has placed the school among the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance at level 7 or higher has placed the school in the upper 50% of similar schools in three of the last four years. Performance in English at level 5 or higher has been consistently lower than the average for the family. In two of the last four years, performance has placed the school among the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. In 2014, performance at level 6 or higher is higher than the average for the family for the third year running. In three of the last four years, performance has placed the school among the top 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals. In 2014, there has been a significant increase in the percentage of pupils who achieve at level 7 or higher, with performance also placing the school among the top 25% of schools. Performance in mathematics at level 5 or higher has improved but has been consistently lower than the average for the family during recent years. In 2014, for the first time, the school's performance places it among the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. At level 6 or higher and level 7 or higher, performance has been consistently lower than the average for the family. At level 6 or higher, performance during the last two years has placed the school among the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. However, at level 7 or higher, performance has placed it in the bottom 25% of similar schools over the last four years. Performance in science at level 5 or higher, level 6 or higher and level 7 or higher has been lower than the average for the family over the last four years. At level 5 or higher, performance in 2014 places the school in the upper 50% of similar schools. However, at level 6 or higher and level 7 or higher, performance in 2014 places it among the lower 50% of similar schools.

In 2014, performance in the indicator that includes five GCSE A*-C grades including English or Welsh and mathematics has increased well in comparison with performance in 2013. In three of the last four years, performance has placed the school among the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. However, only in 2014 has performance been higher than the average for the family.

Over the last four years, performance in the level 2 threshold has increased a little but there is no clear pattern of improvement. During the last two years, performance has placed the school among the bottom 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals and has been lower than the average for the family.

In 2014, good progress was seen in the proportion of pupils who gain A*-C grades in English or Welsh, mathematics and science combined after three years of stable performance. Since 2011, performance has placed the school in the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. However, except in 2014, performance has been lower than the average for the family.

Performance in the capped points score has varied from year to year but over the last four years shows a little improvement. However, in three of the last four years, the school's performance has placed the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals and has been lower than the average for the family in every year.

Since 2011, performance in the level 1 threshold has remained comparatively consistent, except in 2012. In each year, performance has been lower than the average for the family and has placed the school among the lower 50% of similar schools.

Performance in mathematics and science has improved between 2011 and 2014. Performance in Welsh and English has varied from year to year, although there is no clear pattern of improvement. In 2014, performance in English at level 2 is higher than the average for the family for the first time since 2012. Performance has placed the school among the upper 50% of similar schools in three of the last four years. Performance in Welsh has been lower than the average for the family since 2011 and has placed the school among the lower 50% of similar schools. In 2014, performance in mathematics is higher than the average for the family for the first time since 2012. Performance has placed the school among the upper 50% of similar schools in three of the last four years. Performance in science has improved considerably between 2013 and 2014. In 2014, performance is higher than the average for the family for the first time and places the school among the top 25% of similar schools.

In key stage 3, there is no significant gap between the performance of boys and girls in the core subjects individually or in the core subject indicator at level 5 or higher. However, in English at level 6 or higher, there is a significant gap between the performance of boys and girls. There is also a gap between the performance of boys and girls in a few of the foundation subjects.

In key stage 4, there is a gap between boys' and girls' performance in many indicators. However, in a minority of indicators, although there is a significant gap between the performance of boys and girls, both groups of pupils perform better than their peers in similar schools.

The number of pupils who are eligible for free school meals is comparatively small and varies from year to year.

In key stage 3, the achievement of pupils who are eligible for free school meals shows a trend of improvement, especially during the last two years. However, in key stage 4, the picture is more varied. The best achievement is seen in English, but performance in the other core subjects has not been as good.

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Denotes the benchmark – this is a 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	101	47	51	2	1	Rwy'n teimlo'n ddiogel yn fy ysgol.
		47%	50%	2%	1%	
		44%	52%	4%	1%	
The school deals well with any bullying	100	23	49	23	5	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		23%	49%	23%	5%	
		26%	58%	14%	3%	
I have someone to talk to if I am worried	101	42	57	2	0	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		42%	56%	2%	0%	
		38%	52%	8%	1%	
The school teaches me how to keep healthy	101	20	55	24	2	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		20%	54%	24%	2%	
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	101	33	56	9	3	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		33%	55%	9%	3%	
		45%	45%	9%	2%	
I am doing well at school	101	27	67	6	1	Rwy'n gwneud yn dda yn yr ysgol.
		27%	66%	6%	1%	
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	101	42	51	8	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		42%	50%	8%	0%	
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	100	15	55	25	5	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		15%	55%	25%	5%	
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	100	49	40	11	0	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		49%	40%	11%	0%	
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	101	7	47	38	9	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		7%	47%	38%	9%	
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	101	31	42	22	6	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		31%	42%	22%	6%	
		29%	51%	16%	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		101	15 15%	52 51%	29 29%	5 5%	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		101	31 31%	67 66%	3 3%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		99	41 41%	47 47%	10 10%	1 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		101	37 37%	51 50%	11 11%	2 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		100	40 40%	47 47%	13 13%	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		42	11 26%	22 52%	7 17%	2 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		3	1 33%	2 67%	0 0%	0 0%	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%	

Response to the parent questionnaire

Denotes the benchmark – this is a 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.	85	17 20% 43%	52 61% 50%	11 13% 4%	5 6% 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	84	28 33% 46%	46 55% 48%	5 6% 4%	3 4% 1%	2	Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	85	33 39% 50%	47 55% 45%	4 5% 3%	0 0% 1%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	85	22 26% 45%	54 64% 48%	3 4% 4%	2 2% 1%	4	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	85	13 15% 22%	53 62% 54%	7 8% 11%	1 1% 3%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	82	17 21% 33%	39 48% 57%	14 17% 5%	5 6% 1%	7	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	85	28 33% 50%	47 55% 45%	7 8% 2%	0 0% 0%	3	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.	85	14 16% 31%	55 65% 53%	8 9% 8%	1 1% 2%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
Staff treat all children fairly and with respect.	85	20 24% 32%	38 45% 48%	16 19% 9%	3 4% 2%	8	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	85	22 26% 33%	47 55% 53%	9 11% 7%	1 1% 1%	6	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	85	31 36% 41%	45 53% 52%	2 2% 3%	1 1% 1%	6	Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	78	16 21% 32%	40 51% 46%	2 3% 7%	1 1% 2%	19	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 Ddim yn gwybod	
I am kept well informed about my child's progress.	85	19 22%	42 49%	21 25%	2 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	85	25 29%	49 58%	8 9%	2 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	85	21 25%	47 55%	5 6%	3 4%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	85	20 24%	49 58%	5 6%	2 2%	9	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.	81	6 7%	46 57%	11 14%	0 0%	18	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.	85	17 20%	52 61%	12 14%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	84	14 17%	37 44%	14 17%	8 10%	11	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

Appendix 3

The inspection team

Catherine Evans	Reporting Inspector
Gwyn Thomas	Team Inspector
Ceri Jones	Team Inspector
David Jenkins	Lay Inspector
Dylan Jones	Peer Inspector
Aled Williams	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 eligible for 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 eligible for 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.