



*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 y Berwyn  
Bala,  
Gwynedd,  
LL23 7BN**

**Date of inspection: November 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:

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

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

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## Context

Ysgol y Berwyn is a naturally bilingual secondary school for pupils between the ages of 11 and 18 years and it is situated in the small town of Bala. There are 321 pupils on roll, in comparison with 428 at the time of the last inspection in March 2007. At present, there are 69 pupils in the sixth form.

The school serves a wide rural area. Most pupils come from five primary schools in the catchment area in Gwynedd. A small cohort of pupils transfer from primary schools in Denbighshire and Conwy. Six per cent of pupils are entitled to free school meals, which is a considerably lower figure than the national average of 17.7%.

Twenty-two per cent of pupils are on the school's additional learning needs register, and 3% have a statement of special educational needs. These figures are a little higher than the national figures.

Seventy-nine per cent of pupils are from Welsh-speaking homes but 97% of pupils follow the first language route in GCSE Welsh. No pupils receive support to learn English as an additional language.

A part-time strategic headteacher was appointed to the school in 2011. He is assisted by a headteacher in charge and two assistant headteachers.

The individual school budget per pupil for Ysgol y Berwyn in 2013-2014 is £5,124. The maximum per pupil in secondary schools in Gwynedd is £5,249 and the minimum is £4,186. Ysgol y Berwyn is in the sixth position of the 14 secondary schools in Gwynedd in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

Good aspects of the school's work include:

- good performance in the main indicators in key stage 3;
- very good achievement by sixth form pupils;
- the good behaviour of nearly all pupils and their positive attitude towards learning;
- increase in pupils' attendance to levels that compare favourably with the average rates of similar schools;
- caring and effective provision to ensure pupils' high levels of wellbeing;
- the school's success in promoting Welshness and use of the Welsh language; and
- the inclusive and supportive ethos.

However, it is judged that performance is adequate because:

- performance in key stage 4 in the indicators that include Welsh or English and mathematics and a wide range of qualifications is lower than it is in similar schools;
- boys' achievement in key stage 4, in a range of important indicators, is considerably lower than it is in similar schools;
- in a minority of lessons, teachers' expectations are not high enough; and
- strategies to track pupils' progress have not had enough of an effect on improving standards.

### Prospects for improvement

Prospects for improvement are adequate because:

- the senior management team and most of the staff have an agreed vision for raising standards;
- of the increasing culture of high expectations among the school staff;
- the management structure ensures clear communication and increasing accountability;
- appropriate processes for self-evaluation and planning for improvement are regular features of the school's work; and
- a wide variety of performance data is interpreted intelligently by the majority of middle managers.

However:

- self-evaluation and planning for improvement processes have not had enough of an effect on a range of key stage 4 indicators, especially on the level 2 threshold, including Welsh or English and mathematics;
- the headteacher in charge has too many duties to enable him to fulfil his strategic role as a headteacher fully;
- in a few cases, the whole-school self-evaluation document is not self-critical enough;
- subject departments do not always evaluate their work probingly enough in the light of standards; and
- success criteria in a minority of departmental development plans are not incisive enough.

## Recommendations

- R1 Improve standards of attainment in key stage 4 in the level 2 indicator, including Welsh or English and mathematics
- R2 Improve boys' performance, especially in Welsh as a first language, English and mathematics in key stage 4
- R3 Raise the level of challenge in teaching to match that seen in the best lessons
- R4 Improve the quality and consistency of marking and the feedback given to pupils
- R5 Improve the effect of the follow-up activity on the information arising from the progress tracking system
- R6 Ensure that the senior management team's duties are allocated appropriately so that the headteacher in charge has time to fulfil his strategic role fully
- R7 Ensure that success criteria in departments' improvement plans are incisive and measurable
- R8 Eliminate the deficit in the budget in accordance with the timetable agreed with the local authority.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

In key stage 4, the school's performance in the indicator that includes five GCSEs at grades A\*-C or equivalent, including Welsh or English and mathematics, has varied over recent years. In three of the last four years, the performance in this indicator has been lower than it is in similar schools. In the indicator that corresponds to five or more GCSE qualifications at grades A\*-C, performance is a little lower in comparison with similar schools. Between key stage 2 and key stage 4, pupils make good progress in indicators that include a wide range of qualifications. However, they do not make enough progress in indicators that include English or Welsh and mathematics.

Boys' performance in the important key indicators in key stage 4 is considerably lower than it is in similar schools.

In key stage 3, performance in the core subject indicator has placed the school among the upper 50% of similar schools in two of the last three years. Achievements at level 6 or higher have varied over time. In 2013, they are lower than they are in other similar schools in Welsh and mathematics.

In the sixth form, the school's results are better than the average figures for the local authority and the average for the whole of Wales.

In almost all lessons, pupils are keen to learn. In many lessons, most pupils make sensible, extended contributions when responding to teachers' questions. In these lessons, most of them show a firm grasp of subject terms in Welsh and English. However, in a few lessons, pupils' responses are short and underdeveloped. Most pupils discuss constructively with each other in small groups. Pupils listen attentively to the opinions of other pupils and respond thoughtfully to them. Most pupils speak fluently in Welsh and use rich oral language and the local dialect, in addition to the formal Welsh register. The most able pupils express themselves eloquently on a wide range of topics.

In most lessons, most pupils make good progress in their subject knowledge and understanding. In these lessons, they recall previous learning and build on this effectively. They show a firm grasp of important subject concepts and the assessment requirements of the courses they are following. However, in a minority of lessons, pupils across the ability range are not making enough progress as a result of an inappropriate level of challenge in the teaching.

Many pupils have very good reading skills in Welsh. In many subjects, they use these skills effectively in order to glean relevant information from a range of sources. However, a few pupils, especially in key stage 3, do not have a firm enough grasp of reading in English. A very few pupils come to the school in Year 7 with profound

difficulties in reading in both languages. Over time, these pupils make good progress in intervention groups.

In many subjects, pupils write at length for a wide range of purposes and audiences. In these activities, many pupils write clearly, and apply grammatical rules and punctuate correctly in Welsh. However, a minority of pupils make too many basic errors when writing in English.

Most pupils use their numeracy skills effectively in an appropriate range of subjects. These pupils show a suitable understanding of how to create sensible scales and plot graphs correctly. Pupils can describe and identify patterns in data by using appropriate mathematical vocabulary. The most able pupils show an ability to choose the most suitable line of best fit to add to their graphs.

### **Wellbeing: Good**

Nearly all pupils indicate that they feel safe at school. Cases of bullying are very rare and pupils feel that the school deals with these effectively. Most pupils have a sound understanding of how to eat and live healthily. A high proportion of pupils take part in 5x60 activities and sports.

A strong feature of the school is the very good behaviour of almost all pupils in lessons and around the site. They are courteous, friendly and helpful. Levels of temporary exclusions are very low and there were no permanent exclusions during the last three years.

Since 2010, attendance rates have increased and, in 2013, the school is among the upper 50% of similar schools in terms of levels of entitlement to free school meals, following a period of three years of being among the bottom 25%. The school's unverified data shows that there has been another increase in these figures this year in comparison with the same period last year. Most pupils arrive at their lessons punctually.

The school council is beginning to have a positive influence on school life, for example by adapting the procedures for dealing with bullying and extending the range of extra-curricular provision. It has a useful link with the governing body.

Especially in the sixth form, pupils make valuable contributions to the community by, for example, holding activities for promoting the use of the Welsh language in the primary partner schools and the local business community.

Most pupils possess the skills to prepare them for life beyond school. All pupils who left school in 2012 and 2013 are in education, employment or training.

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

The school offers a wide and balanced curriculum that meets statutory requirements. As a result of beneficial partnerships with local schools and colleges, there is a wide and relevant range of academic and vocational courses in key stage 4 and the sixth form. In addition, there is a wide range of extra-curricular activities that give valuable opportunities for pupils to develop culturally and to take part in a variety of sports.

There are beneficial opportunities for pupils to develop their literacy skills in all departments' schemes of work, in addition to numeracy, thinking skills and information and communication technology skills where appropriate. The school plans effectively to respond to the requirements of the Literacy and Numeracy Framework. The school's intervention programmes give effective support to pupils who have shortcomings in their basic skills to develop their literacy skills. Ysgol y Berwyn's transition strategies pay appropriate attention to smooth curricular transfer.

The school promotes Welsh identity and use of the Welsh language very effectively, for example through effective transition activities that are supported by members of the sixth form. The school promotes the Welsh dimension successfully through schemes of work across the subjects.

The school plans appropriately to ensure suitable awareness of sustainability issues, for example through discussions in science and geography lessons about local issues such as the use of wind turbines. The school promotes an understanding of global citizenship effectively, for example through trips to Patagonia and valuable links with Tanzania and Kenya.

### **Teaching: Adequate**

In the majority of lessons, there is a variety of stimulating activities to gain pupils' interest. In these lessons, teachers maintain a quick pace and provide beneficial support to individual pupils. Many teachers use open-ended questions appropriately in order to test and extend pupils' understanding. In the majority of lessons, there are high and appropriate expectations of what pupils are able to achieve. Most teaching assistants give useful support to specific pupils. However, in a few lessons, they do too much for pupils, which restricts their progress. In a very few lessons, there is detailed planning in order to meet individual pupils' needs as a result of a detailed awareness of their strengths and weaknesses. In these lessons, there are very beneficial opportunities to develop pupils' skills with probing questioning. Nearly all teachers provide a good language model in Welsh and English and most of them foster a productive working relationship with pupils.

In a minority of lessons, teachers' expectations are not high enough. In a few lessons, over-direction by teachers restricts pupils' self-reliance. In these lessons, teachers do not plan in enough detail in order to meet the needs of the whole ability range, especially the more able pupils. In addition, these teachers do not use questions effectively enough to ensure that pupils expand on their answers. In a very few lessons, the working relationship between teachers and pupils is not positive enough to promote the appropriate progress.

Nearly all teachers provide regular and appropriate oral feedback to pupils during lessons. In the majority of subjects, teachers give suitable self-assessment or peer

assessment tasks, which help pupils understand how to improve. Most of them mark books frequently and provide positive comments to pupils. In the majority of subjects, there is useful written feedback for pupils, which explains what they need to do to improve. However, in a minority of subjects, the comments are not specific enough to be of use. In addition, in these subjects, teachers do not ensure that that pupils act upon the advice given to them. In a very few subjects, marking is not up-to-date.

The school has an appropriate system to track pupils' progress. However, in 2013, the assessments that fed the system were not precise enough and the follow-up procedures were not successful enough in maintaining standards in important areas such as English and mathematics in key stage 4.

Parents receive useful information about their children's progress in parents' meetings and interim and annual reports.

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

The school is a caring community. It promotes pupils' health and wellbeing effectively and has taken appropriate steps to meet the new requirements for healthy eating and drinking. The school's staff provide beneficial assistance and support to deal promptly with any problems that pupils have. The school's efforts are reinforced through purposeful inter-agency co-operation. The improvement in attendance levels in 2013 resulted from the fact that the school tracked pupils' absences effectively and co-operated closely with the educational welfare officer.

The additional learning needs department has a detailed knowledge of specific pupils. Through a close partnership with parents, the school sets suitable targets for pupils who have specific needs in individual education plans. These are reviewed regularly and used effectively by most staff to meet these pupils' needs. Pupils who have specific difficulties make good progress as a result of a number of effective interventions.

A comprehensive personal and social education programme is provided. The programme is enriched by valuable contributions from the school nurse in order to convey necessary information about sex education. In addition, various workshops are held by external agencies, such as the fire service.

Through the learning experiences and the extensive programme of extra-curricular activities, the school ensures good quality personal, moral, social and cultural development for its pupils. Provision for spiritual development in religious education lessons and morning periods, especially learners' contributions, is very effective. The school provides useful advice to pupils in their choices of courses or career.

The provider has appropriate policies and procedures for safeguarding and they are not a cause for concern.

## **Learning environment: Good**

The school has a Welsh inclusive and supportive ethos and each child has equal access to the curriculum. The school promotes equality effectively in all aspects of its work and the school challenges stereotyping successfully, for example in pupils' curricular choices.

There is a good range of information and communication technology equipment, along with other high quality resources to support learning. The school has extensive and useful physical education resources and sports fields. Although some parts of the building are old and in a poor decorative condition, there are attractive and stimulating displays in almost all classrooms. The site is kept clean and tidy.

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

Following his appointment in 2011, the strategic headteacher has set a clear direction for the school. Since 2011, the school has revised many of its management arrangements and structures appropriately in order to strengthen accountability. With the senior management team's suitable support, an increasing culture of high expectations is permeating the school. The senior management team, governors, parents and most of the staff have an agreed vision of raising standards. This has had an appropriate effect on raising standards in key stage 3. However, there is not enough of an effect on pupils' achievement in important indicators such as the level 2 threshold, including Welsh or English and mathematics.

The range of responsibilities of members of the senior management team is uneven. The headteacher in charge has too many duties for him to fulfil his role as a headteacher fully. As a result, a few aspects of school management, for example the self-evaluation processes for pastoral procedures, are not comprehensive and robust enough.

The management structure ensures clear communication and middle managers are increasingly accountable. There is a regular, suitable link between the members of the senior management team and their designated departments. The school's leaders use a range of data effectively to monitor performance and they ensure beneficial discussions with their link departments. However, this work has not resulted in sustainable improvements in a minority of departments. Meetings at senior management team and middle manager level usually result in identifying suitable action points. However, in a minority of minutes, there is no clear progression to show to what extent the department has responded to action points that were identified.

The school responds appropriately to national and local priorities, for example by promoting Welshness successfully. However, it has not succeeded in decreasing the gap between the performance of boys and girls in important areas.

The governing body fulfils its statutory responsibilities appropriately. Governors understand their roles well, have a thorough awareness of the school's performance, and hold the school to account increasingly about standards.

### **Improving quality: Adequate**

The school has appropriate self-evaluation and planning for improvement processes. It uses a wide range of valid evidence sources to analyse its performance. These include performance data, lesson observations and reports that derive from scrutinising pupils' books. The school also seeks the opinion of parents or carers effectively.

The whole-school self-evaluation report is comprehensive and, on the whole, evaluative. The senior management team has appropriate knowledge of the school's strengths and the areas that need to be developed. However, at times, the document is not self-critical enough and does not identify a few important areas where improvement is needed.

A majority of departmental self-evaluation reports pay thorough attention to most of the important aspects. With the assistance of the beneficial guidance of the senior management team, a wide range of data is interpreted effectively by the majority of middle managers. However, a minority of managers do not make detailed enough use of data analyses in order to identify areas for improvement in the provision. Middle managers collect direct evidence about the school's standards appropriately through the system of visits to monitor lessons and scrutinise books. However, a minority of records of monitoring lessons and scrutinising books are too generous. As a result, a minority of middle managers do not set high enough expectations in terms of the quality of teaching and assessment in departments.

There is a clear link between self-evaluation on a whole-school level and planning for improvement. The school development plan is a detailed document, which includes suitable strategies in order to fulfil priorities. Departmental improvement plans match the school's priorities appropriately. There is a close link between the outcomes of departmental self-evaluation reports and departmental planning. The majority of departments plan suitable improvement strategies, and set measurable success criteria. However, in a minority of development plans, strategies for improvement are not specific enough and success criteria are not incisive enough.

The school has responded appropriately to the majority of the recommendations in the last inspection. However, there has not been enough progress in refining the senior management team's responsibilities and in ensuring that effective arrangements for monitoring standards are in place across departments. Raising standards in key stage 4 continues to be an area in which improvement is needed.

### **Partnership working: Good**

The school works effectively with a wide range of partners in order to enrich the curriculum and improve pupils' standards and wellbeing.

The school has a close relationship with its partner primary schools. Year 6 pupils have beneficial and regular opportunities to visit the school. Transition activities ensure that pupils settle quickly at the school. In addition, arrangements for standardising teachers' assessments jointly have resulted in a better understanding by teachers of the assessment criteria in key stage 2 and key stage 3.

The school works productively with other providers, including local secondary schools and the local college. This partnership expands the range of courses that are offered to pupils as part of the 14-19 partnership. The school has appropriate procedures to ensure quality of provision in these courses. This partnership contributes effectively towards pupils' post-16 attainment.

The school maintains a close relationship with parents or carers and communicates effectively with them to ensure that they are aware of their children's progress. The school also works effectively with a wide range of organisations and community groups, for example through the work of sixth form pupils in promoting the use of the Welsh language in local businesses. This has a positive effect on pupils' learning experiences and expands their awareness of the community and the world of work.

Productive partnerships with initial teacher training departments at Bangor and Aberystwyth Universities give valuable opportunities for teachers to develop their professional skills.

#### **Resource management: Adequate**

During a period of a reduction in pupil numbers, the school has maintained appropriate staffing levels to teach the curriculum. The few members of staff who teach outside their area of expertise receive appropriate training and guidance in order to ensure that they understand the requirements of the subject.

The school manages the budget that is allocated to it carefully, in order that the historical deficit reduces annually. The strategic headteacher, with the valuable support of the finance officer, plans expenditure and monitors funds regularly. This ensures enough money to respond to the school's priorities. Governors have suitable input into the school's financial planning.

The school has appropriate performance management arrangements. The agreed ambitious targets intertwine well with the school's main priorities. Training requirements that arise from the performance management cycle are met appropriately by an effective programme of continuous professional development. There are a few professional working parties within the school and with other schools but they have not had an effect on raising standards.

The sixth form provides good value for money and the cost of the provision does not draw on funds for key stage 3 and key stage 4.

Considering the adequate standards, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

Over the last four years, in key stage 4, the results for the level 2 threshold including Welsh or English and mathematics have varied. In 2012, performance in this indicator placed the school among the top half of similar schools in terms of levels of entitlement to free school meals. However, performance in this indicator has placed the school below the average for the family and in the bottom quarter or half of similar schools in 2010, 2011 and 2013. In three of the last four years, performance in this indicator is lower than modelled expectations.

In three of the last four years, performance in the level 2 threshold has been lower than the average for the family and places the school in the lower half or bottom quarter of similar schools in terms of levels of entitlement to free school meals. Over the last four years, performance in the level 1 threshold has improved and, in 2013, it was higher than the average for the family and placed the school among the top quarter of similar schools in terms of levels of entitlement to free school meals. Since 2010, performance in the wider average capped points score has varied but is consistently close to the averages for the family.

In the last four years, there has been variation in performance in Welsh as a first language at level 2. In 2013, performance in this indicator was lower than the family average. Over the last four years, performance at level 2 in English has varied and places the school consistently below the family averages and in the lower half or bottom quarter of similar schools in terms of levels of entitlement to free school meals. In the last four years, performance in mathematics at level 2 has been lower than the family average, except in 2012. In 2013, there was a decrease in this indicator, and performance placed the school in the bottom quarter of similar schools in terms of levels of entitlement to free school meals. Performance in science at level 2 has improved considerably recently and, in 2013, placed the school above the average for the family and in the top 25% of similar schools in terms of levels of entitlement to free school meals.

Boys' performance over the last four years has been considerably lower than in the average for similar schools in the core subject indicator, the level 2 threshold and the level 2 threshold including Welsh or English and mathematics.

In key stage 3, performance in the core subject indicator has improved over the last four years and, in 2013, placed the school a little lower than the average for the family and in the top half of similar schools in terms of levels of entitlement to free school meals. Since 2010, performance in Welsh at level 5 or higher in key stage 3 has improved and, in 2013, placed the school above the average for the family. Performance in English at level 5 or higher has improved since 2010 and, in 2013, placed the school above the average for the family and in the top quarter of similar schools in terms of levels of entitlement to free school meals. Performance in mathematics at level 5 or higher has improved since 2010 and, in 2013, placed the school above the average for the family and in the top half of similar schools in terms of levels of entitlement to free school meals. Performance in science at level 5 or

higher has improved since 2010 and, in 2013, was above the average for the family and placed the school among the top half of similar schools in terms of levels of entitlement to free school meals.

Performance at level 6 or higher in Welsh is consistently lower than the average for the family. Over the last four years, performance at level 6 or higher in English has varied and, in 2013, placed the school higher than the average for the family. Performance at level 6 or higher in mathematics is consistently below the average for the family. Performance at level 6 or higher in science has improved significantly over the last four years and was higher than the average for the family in 2013.

In the sixth form, the school's results are higher than the average figures for the local authority and similar schools.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

#### Secondary survey (all pupils)

Designating 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	85		66 78%	17 20%	2 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			42%	53%	4%	1%	
The school deals well with any bullying	85		51 60%	33 39%	1 1%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	58%	14%	3%	
I have someone to talk to if I am worried	82		41 50%	40 49%	1 1%	0 0%	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	85		22 26%	55 65%	7 8%	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	84		47 56%	32 38%	5 6%	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	86		40 47%	46 53%	0 0%	0 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	85		38 45%	47 55%	0 0%	0 0%	Mae'r athrawon yn fy helpu i ddyysgu 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	84		26 31%	49 58%	9 11%	0 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	84		45 54%	33 39%	5 6%	1 1%	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	80		16 20%	59 74%	5 6%	0 0%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	83	40 48%	38 46%	4 5%	1 1%	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	83	25 30%	44 53%	14 17%	0 0%	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	85	42 49%	41 48%	2 2%	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	83	38 46%	43 52%	2 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%	54%	8%	1%	
The staff respect me and my background	80	43 54%	34 42%	3 4%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		36%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	82	42 51%	36 44%	4 5%	0 0%	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	30	14 47%	15 50%	1 3%	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	22	10 45%	7 32%	4 18%	1 5%	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 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.	95	29 31%	64 67%	2 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		42%	51%	4%	1%		
My child likes this school.	95	40 42%	53 56%	2 2%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	95	45 47%	48 51%	2 2%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	93	33 35%	58 62%	0 0%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	94	23 24%	62 66%	2 2%	0 0%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	95	22 23%	68 72%	1 1%	1 1%	3	Mae'r addysgu yn dda.
		33%	58%	5%	1%		
Staff expect my child to work hard and do his or her best.	94	35 37%	58 62%	1 1%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	95	23 24%	66 69%	3 3%	1 1%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	54%	8%	2%		
Staff treat all children fairly and with respect.	92	23 25%	57 62%	6 7%	2 2%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	49%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	95	35 37%	52 55%	3 3%	0 0%	5	Caiiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	54%	7%	1%		
My child is safe at school.	95	43 45%	49 52%	1 1%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	84	23 27%	46 55%	4 5%	0 0%	11	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		31%	46%	7%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	92	23 25%	59 64%	6 7%	3 3%	1	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.	93	33 35%	56 60%	1 1%	1 1%	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.	92	23 25%	55 60%	6 7%	2 2%	6	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.	94	29 31%	62 66%	1 1%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	86	19 22%	52 60%	6 7%	0 0%	9	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.	94	33 35%	46 49%	12 13%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	91	31 34%	52 57%	2 2%	1 1%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

## Appendix 3

### The inspection team

Ceri Jones	Reporting Inspector
Bethan Whittall	Team Inspector
Ray Owen	Team Inspector
John David Dyer	Lay Inspector
Nicola Jayne Hughes	Peer Inspector
Huw Jones	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.

